

Childminder report

Inspection date:

30 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they feel safe and secure in the setting. They move around freely and confidently. Children enjoy exploring musical instruments and sing along happily to popular nursery songs, such as 'Twinkle, twinkle, little star'. They smile and clap their hands to show their delight. On some occasions, the childminder struggles to keep the mixed age group of children sufficiently engaged and challenged. For example, a creative activity engages older children with drawing and sticking effectively. However, younger children find this activity too hard to follow. As a result, they become bored and restless.

There are opportunities for children to hear new words, which support their communication and language skills well. However, the expectations for what children can do and achieve, particularly in their physical development, are not fully considered. Despite that, children develop strong independence skills. For example, older children take themselves to the toilet and put on their shoes for outdoor play without needing much support. Younger children receive encouragement to do tasks for themselves, such as at snack time. Overall, children are learning to share and take turns. However, due to weaknesses in managing children's behaviour, children do not make the most of their learning experiences.

What does the early years setting do well and what does it need to do better?

- The childminder forms secure attachments with the children. She talks to children and offers them cuddles for reassurance. However, at times, the childminder does not make her rules and boundaries clear enough. As a result, she becomes too occupied in managing children's behaviour, particularly when they become bored and restless. This prevents the childminder from interacting with the other children effectively, which has a negative impact on their experiences.
- The childminder observes and assesses children's learning. However, she does not always use the collected information effectively to plan an ambitious, broad and rich curriculum, indoors and outdoors. For example, despite knowing that most children are physically active, there are limited opportunities on offer to support them in this area. This does not keep children motivated to learn at all times.
- Children follow consistent hygiene practices to prevent cross-contamination and the spread of germs. They enjoy nutritious snacks and have drinking water available to keep them hydrated. This supports children's good health and well-being.
- Children are beginning to develop a strong understanding of number and mathematical concepts. For example, the older ones know how to count from one to 10 and beyond, and recognise basic shapes during spontaneous play.

- The childminder has established a close partnership with parents. She keeps in contact with them regularly and shares information about their children's progress for a consistent approach. Parents leave positive written feedback. For instance, they praise the childminder for her flexible and reliable service.
- The childminder completes training that she feels might be of benefit. For example, she has refreshed her knowledge of how to promote an inclusive practice. This enables children to feel safe and welcome in the setting. However, the childminder has not focused her professional development in order to identify what she needs precisely to raise the quality of education.
- The childminder plans various group activities, to develop children's creativity and imagination. However, on occasion, she does not consider the needs and interests of all the children when planning such activities. This is particularly evident during a creative activity when she gives children the same tasks. Younger children find the activity too hard, resulting in boredom and restlessness. Outside, the childminder provides children with some ride-on toys, but she does not engage them sufficiently enough. This limits the progress children make in their learning.
- The childminder seeks the views of other professionals to help evaluate the quality of the provision. For example, following a routine visit from her early years advisor, she has reviewed the procedures for recording children's existing accidents and injuries. However, the self-evaluation process is not rigorous enough to identify and address all weaknesses in practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to keep her knowledge up to date. She knows the signs and symptoms of abuse, including indicators of extreme views and behaviour. The childminder is confident in reporting any concerns she may have about the welfare of a child. She is also fully aware of what to do should she receive any allegations made against her or any of her household members. The childminder follows an effective system to monitor children's attendance for any concerns. Children receive sufficient levels of supervision during play, indoors and outdoors.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure behaviour management strategies provide children with clear messages of expectations and how to manage their feelings and actions appropriately	27/01/2023
use the information gathered from observations and assessments effectively, to plan an ambitious, broad and rich curriculum, indoors and outdoors.	27/01/2023

To further improve the quality of the early years provision, the provider should:

- focus professional development more precisely to raise the quality of education
- consider the needs and interests of all of the children during group activities, particularly the younger ones, in order to support their learning sufficiently
- evaluate the setting rigorously, to identify and tackle all areas for development.

Setting details

Unique reference number	EY479887
Local authority	Hounslow
Inspection number	10236415
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in the London Borough of Hounslow. She offers her service Tuesday to Thursday, from 8am until 5.30pm, all year round. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the setting and explained how she delivers the early years curriculum.
- The inspector observed children's play, indoors and outdoors. She spoke with the childminder and engaged with the children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder, and they discussed the impact of the activities on children's learning and development.
- The inspector checked the documents relating to the childminder's suitability, such as her early years and first-aid qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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