

Childminder report

Inspection date:

1 December 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children have close bonds with the caring childminder. They frequently go to her for cuddles and reassurance and show they are happy and settled in her care. Overall, children enjoy the activities that the childminder provides for them. They are now able to go into the hallway where toys are stored with the childminder and choose the toys they would like to play with. The childminder interacts with them as they play, but learning is mostly incidental. This is due to the childminder not planning her curriculum to ensure it meets children's individual learning needs. As such, the curriculum does not consistently help them to make the best progress.

Children play together with large bricks and learn about the different sizes of bricks, numbers, shapes and colours as they begin to build tall towers. Children are supported to manage their feelings and behaviour. The childminder encourages children to be kind to one another and to learn to share the resources.

Before they go home, children spend time in the late afternoon reading books with the childminder. However, books are not readily available and insightful to encourage children's interest in reading further, such as at home. Children enjoy completing puzzles and are confident to post animal shapes into a shape sorter. However, other inset puzzles are mixed up, as they are stored together in a box. Consequently, this makes it too difficult for the children to complete them, and they begin to get bored and wander.

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

- The childminder has made some improvements to the service she provides since her last inspection. She has completed some online training and engaged with her local authority development worker for ongoing support. She is aware that she needs to continue to increase her knowledge of child development and changes to the early years foundation stage (EYFS). She is continuing to listen to podcasts on various topics to support her development.
- The childminder has decided that she is no longer using her husband, who was a registered assistant, to support her. She has decided she will only care for the maximum number of children allowed when she is working alone.
- The childminder knows the children well. She has discussions with parents when their child starts so she knows about their individual care needs. Overall, the childminder can identify some areas of learning that children are making. However, this is not consistent across all areas of development. Therefore, children's learning is inconsistent.
- The childminder has not yet implemented a robust and ambitious curriculum to fully support children's individual development. The childminder spends most of the days out with children visiting parks, soft play centres or other places of

interest. She has a sound awareness of how the outdoor environment supports children's physical skills and develops their awareness of nature and the local neighbourhood. However, this means that children spend very little time at the childminder's home. The childminder does not plan well enough to support children to build on what they already know and can do and how to extend their learning further.

- The childminder continues to use a buggy for young children's sleep routines. This is typically due to her being out of the home. However, she has a travel cot at home, and she is aware of the need to incorporate this into sleep routines, especially for babies, to ensure they are safe and comfortable.
- The childminder provides some children with a lunchtime meal. She offers flexibility for parents, enabling them to provide food if they wish. Children are beginning to show good levels of independence and eat their meals by themselves. The childminder ensures children are offered a drink of water at regular intervals to ensure they stay well hydrated.
- The childminder has received many positive reviews from parents, including those whose children previously attended the setting. The childminder has daily conversations with parents to keep them up to date with their child's day and uses digital applications to send snapshots of their children at play. The childminder has recently completed the two-year-old progress check and shared this with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge of wider safeguarding issues since her last inspection. She understands her responsibility to report any concerns she may have about a child's welfare or if an allegation was made against herself or other household members. The childminder explains how she keeps children safe on outings. For example, younger children are safely harnessed into the buggy, and older children walk with wrist straps and are reminded to hold on to the buggy. The childminder is improving her recording systems. She has an accident record book, but explains that no child has had an accident in her care. The childminder's record of attendance is not consistently maintained and therefore does not fully protect children's welfare to the fullest.

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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plan and provide a suitably challenging curriculum that identifies the individual needs and interests of all children and focuses on the most relevant steps for children's development	31/01/2023
ensure that a record of children's attendance is consistently maintained to protect children's welfare fully.	31/01/2023

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

- continue to undertake further training opportunities to increase your knowledge of child development and the EYFS requirements so that children are provided with high-quality learning experiences across the seven areas of learning
- organise toys, books and resources more effectively to enable children to make more choices independently.

Setting details

Unique reference number	EY374249
Local authority	Hounslow
Inspection number	10247467
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 June 2022

Information about this early years setting

The childminder registered in 2008. She lives in Brentford, in the London Borough of Hounslow. The childminder works Monday to Friday, with flexible hours to meet the needs of the parents, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Devine

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector and childminder completed a learning discussion and talked through how the curriculum supports children's learning.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The inspector viewed the areas of the home and garden the children use.
- The inspector looked at children's records and other required documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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