

# Childminder report

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Inspection date:

22 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children are provided with a rich learning environment that enables them to make their own choices and encourages their independence. They have access to a large range of play and learning opportunities, which are based on their interests. The childminder has created a curriculum that builds very well on what children know and can do. She knows children extremely well and adapts her planning to suit their current interests. Children enjoy coming to the childminder's home. The childminder makes use of spontaneous opportunities to extend children's learning.

The childminder works with another childminder and an assistant. They collaborate well to provide children with a fun learning environment. Children are able to extend their personal experiences through a range of exciting and engaging activities. Children learn to manage their behaviour and are supported through gentle guidance from the childminder, who responds well to the individual needs of the children. Relationships are strong and children's behaviour is excellent. Children know how to share, take turns and understand the importance of being kind to each other.

Children go on a range of well-planned and exciting trips in the local area, such as to the local stables, fire station and nature parks. Children enjoy remembering their adventures through photos and sharing stories with their parents and each other. Children have access to a secure and exciting outdoor area and are well prepared to go outside in all weathers. They have access to sand and water play, as well as a range of different ball-play activities. Children are provided with opportunities, such as singing classes and yoga, to keep their day exciting.

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

- Children are provided with a range of learning opportunities that develop and extend the skills that they already have. Some children are able to write their names on their work and the childminder supports children well in this area. Children enjoy their time with the childminder and are able to recall some of the fun activities that they have done while with her, such as junk modelling.
- The childminder uses different activities to introduce different learning opportunities for children. For example, she develops children's mathematical understanding when children count horses to fit into a stable, which they have built. Children count alongside the childminder, showing that this is an area they are confident in.
- The childminder maintains strong relationships with parents. All parents report that their children receive high-quality care and their children develop hugely while with the childminder. The childminder provides parents with clear feedback and works well with the parents to support children through transitions, such as

toilet training and getting children ready for school.

- The childminder maintains contact with parents during the day, sharing photos of what their children have been doing. Each child has a learning journal that is filled with photos and observations that they have done. The childminder shares these with parents periodically to help them to have a clear idea of where their children are developmentally.
- The childminder ensures that she keeps up to date with current practice. She uses what she learns to develop children's learning. The childminder is very supportive of all those she works alongside, ensuring that children are provided with a kind, caring and nurturing environment.
- Older children demonstrate a good understanding of the daily routine and what is expected of them. For example, they know to wash their hands when it is snack time. However, at times, the childminder does not consistently explain to younger children what is going to happen next in the daily routine, and takes children from one activity to the next.
- The childminder provides children with healthy and balanced meals. Children understand the importance of healthy eating. The childminder enhances children's knowledge further through activities, such as making their own salad for lunch. Children have a very clear understanding of personal hygiene, which is modelled well by the childminder.
- Children have access to a range of toys, books and puzzles and are encouraged to make their own choices. Younger children are supported well with the development of their fine motor skills and language, for example, when they use scissors and a range of drawing and writing materials.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to act on any safeguarding concerns that she has. She ensures that her assistant is also aware of what to do. The childminder keeps her knowledge up to date relating to safeguarding and has good safeguarding arrangements in place. She understands the signs of abuse and how to report and record any allegations. The childminder ensures that her home is safe and secure. She undergoes risk assessments before outings to minimise any potential risks.

## What does the setting need to do to improve?

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

- use appropriate opportunities to embed the daily routine further for younger children.

## Setting details

<b>Unique reference number</b>	EY451736
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10235931
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	11
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Ealing. She works with a co-childminder and an assistant. The childminder has a relevant qualification at level 3. She provides funded early education for children aged two, three and four years. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Sai Arunn

### 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 provider.
- The inspector looked around the premises with the childminder who explained how she supports children's different areas of learning.
- The inspector spoke to some of the children while they played, and they shared what they enjoy doing while with the childminder.
- The inspector observed the interactions between children and the childminder.
- Parents spoke to the inspector about their experiences of the childminder.

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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