

Childminder report

Inspection date: 14 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and valued in this nurturing and caring setting. The childminder has formed strong attachments with the children in her care and has created a home-from-home environment. The children are given plenty of opportunity to make choices and decide what they would like to play with. They use figures in houses, ships and boats. They talk about the people in their family and use their imagination to play with the characters. Children enjoy playing together and call out for their 'best friends' to go into the garden with them. They show respect for each other as they pass toys, get their friends' coats and work together to use the marble run.

Children love being outdoors and are very curious; they ask questions and choose from a range of exciting resources. They use their imaginations well to set up an ice cream shop in the small house and use chalks to make marks. They engage in water play, demonstrating excellent fine motor skills to control pipettes and mix colours. Children are encouraged to have their own ideas and pour water into the tray to create a deeper puddle so they can jump up and down in their wellies.

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

- Independence and resilience are well fostered and routines are embedded which ensure that children are developing a good understanding of self-care. Children find their own coats and boots, they ask to wash their hands and they work together to tidy up.
- Children's communication and language are a real strength as children make good progress in speaking and are confident communicators. They speak clearly, ask questions and use a broad vocabulary. The childminder is a great role model and consistently uses new words and engages the children in conversation.
- The childminder has high expectations of children's behaviour and uses positive reinforcement to ensure that boundaries are followed. She encourages children to respect each other and models positive attitudes. Children are polite and learning to help each other.
- Children feel valued and unique. The childminder makes excellent links to children's experiences and home life and builds on what they already know. The children benefit from visits to local supermarkets and learn to embrace different cultures as they buy bread from around the world
- The childminder knows the children well and overall plans a creative curriculum to support their interests and develop their learning. More focus on planning a sequenced curriculum for younger children will ensure that activities engage them more effectively and improve the learning outcomes.
- Children demonstrate good physical skills as they confidently climb large steps to go down the big slide and use the the see-saw with their friends. They practise

their balance and coordination on obstacle courses and benefit from lots of exercise and visits to the park and playgroups.

- Children are encouraged to try new foods and are offered a balanced healthy diet of home-cooked meals. They learning about healthy choices and help to prepare their own fruit for snack time.
- Children have a good repertoire of familiar nursery rhymes and songs. They are developing a love of reading through opportunities to share and listen to stories and regular visits to the library to choose and borrow books.
- Parent partnerships are strong and parents speak very highly of the childminder's warm manner with the children. They have been impressed by how quickly the children have settled and the progress they have made. They are pleased that their children have good social skills and enjoy coming to the setting each day. Parents receive regular updates about their day and progress and know what their children are learning and enjoying.
- The childminder has a clear vision for good-quality care and education and works hard to improve the outcomes for children by attending online training and implementing new ideas. She is able to be reflective and identify areas of strength and what further opportunities there are to enhance her teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear, concise and up-to-date knowledge about how to keep children in her care safe from harm. She knows the risks to vulnerable children and has robust systems in place to record and report concerns. The childminder knows where to seek advice and can identify the signs and symptoms of abuse and her responsibility to follow the 'Prevent' guidelines and protect children from extremist views. She ensures that the environment is safe and secure and risk assessments are completed for trips and visits.

What does the setting need to do to improve?

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

- plan and sequence age-appropriate activities for younger children that are sharply focused on what they need to learn next, to ensure children's concentration and engagement are of the highest level.

Setting details

Unique reference number	EY485162
Local authority	Ealing
Inspection number	10265272
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered with Ofsted in 2014 and lives in the London Borough of Ealing. The childminder offers her service from 8am to 6.00pm on Monday to Friday, excluding bank holidays and family holidays. She works alongside an assistant.

Information about this inspection

Inspector

Sara Vincent

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff/the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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