

# Childminder report

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Inspection date: 24 August 2023

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

### The provision is good

Children arrive happy and smiling and are greeted warmly by their kind childminder. They choose resources from a wide range accessible to them. Children are given time to settle before they start the day's planned activities. The childminder has a quick handover from parents, who inform her if any changes to planned care are needed, such as if their child needs breakfast or will need time to rest after lunch.

The childminder uses children's interests to plan activities. For children requiring additional support and those with special educational needs and/or disabilities (SEND), she works in partnership with parents and other settings the children may attend. She supports shared aims by following recommendations and devised programmes, for instance to extend concentration or to support positive behaviour. The childminder is determined to support children and has consistent high expectations for them.

Behaviour is good. The childminder negotiates simple acceptable solutions with children when disputes arise from children wanting the same resource. The childminder speaks quietly and gives both children time to consider and respond to suggested strategies and resolutions. Once an agreement is reached, she gently but firmly reminds each child of the agreement they made.

Children form warm trusting relationships with the childminder. Parents report how flexible the childminder is and how much they appreciate the support given to them and their child.

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

- Children are familiar with daily routines. This helps them develop confidence and self-esteem and encourages their independence. For example, at snack time, children understand they need to tidy up and wash their hands. They work together to put toys away and clear the table so they can sit down to eat. Hygiene is well supported. Children understand the importance of handwashing after using the toilet or wiping their nose with a tissue.
- The childminder uses assessment to devise next steps in children's learning. She regularly communicates with parents to update them about children's progress. The childminder uses her knowledge of each child to plan activities based on their interests. However, on occasion, questions are used to test children's knowledge rather than as opportunities to develop communication by introducing new vocabulary and extending back-and-forth conversations.
- The childminder uses a range of strategies to support positive behaviour effectively. She models how to behave sensitively towards others and

communicates her expectations to children. The childminder works in partnership with parents and other providers to ensure that children have consistency. She uses books to discuss and validate different emotions. The childminder asks children if they would like physical comfort as she gently explains how the behaviour of others can make them feel.

- Children are confident, independent learners. They enjoy initiating their own activities. They request support from the childminder to refill the water tray. They demonstrate sustained attention, washing cars and trucks and working out how they can balance them to dry in the sun.
- Parents value the care that children receive. They speak highly of the childminder and how flexible she can be, for example by adapting arrangements when needed to meet parents' needs. Parents have detailed daily handovers on collection. Plans for teaching next steps in development are discussed with parents and adapted to meet the needs of each child. This helps parents to feel included and supported.
- Since her last inspection, the childminder has completely evaluated her practice to identify key areas for development to improve outcomes for the children in her care. She has made links with her local authority and accessed a wide range of training. For example, she has recently refreshed her knowledge on the curriculum and how to support and assess children's learning. This has enhanced her assessment of individual children's progress.
- The childminder has extended her partnership working effectively. With parental consent, she supports health colleagues by sharing assessment information to be used during progress checks for children aged between two and three. The childminder follows devised programmes and recommendations, linking with other settings and professionals to support children with SEND to make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

Since her last inspection, the childminder has attended training to update her knowledge on safeguarding. She confidently answered a range of different questions to identify children at risk of harm and the action she would take to keep them safe. She shares her safeguarding policy with parents to demonstrate her duty of care. The childminder recognises the need to keep her knowledge refreshed and up to date. Health and safety checks are completed regularly, with recorded outcomes. Children have access to outside areas. They have daily trips out to the local park or nearby places of interest as part of the childminder's daily activity plans.

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

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

- use opportunities as they arise to develop and extend children's vocabulary and use of language.

## Setting details

<b>Unique reference number</b>	EY369674
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10298367
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	21 April 2023

## Information about this early years setting

The childminder registered in 2008. She lives in Feltham, in the London Borough of Hounslow. The childminder offers care from 7.30am to 6.30pm, Monday to Friday, all year round. She receives funding to provide free early education to children aged two, three and four years. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Bernie Dunne

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector had a tour of the premises.
- Parents were spoken to by the inspector to gain their views.
- The childminder described how the environment and the curriculum are organised. The quality of teaching and learning was observed, both indoors and outdoors, by the inspector.
- The inspector viewed relevant documents.

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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