

# Childminder report

---

Inspection date:

7 November 2023

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

The childminder provides a warm homely environment. This helps children to feel happy and enjoy their time in the childminder's home. The childminder provides a suitable range of resources. She encourages children to make choices in their play, which supports their independence. For example, young children grasp objects and fit shapes in posting boxes. They thoroughly enjoy playing their home-made shakers and musical instruments. The childminder is kind and engages well in children's play. Children are secure, relaxed and feel at home. They are confident to share their feelings and approach adults with ease.

The childminder is ambitious for all children. She plans an interesting curriculum and follows their interests. For example, she takes children to the local pet shop and farm to support their fascination of animals. She helps children learn how to approach animals safely. This helps children learn about their own personal safety and the wider world.

The childminder is a positive role model and has high expectations of children's behaviour. She helps children learn positive ways to behave. For example, they help to tidy up and share the resources from a young age. Children understand expectations and behave well.

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

- The childminder demonstrates a strong commitment to make continuous improvements to improve outcomes for children. Since the last inspection, she has worked closely with early years advisers to enhance her knowledge through ongoing training opportunities. The childminder has reviewed and improved her curriculum and maintains the required documentation.
- Partnership with parents is strong. The childminder shares daily updates through discussions, messages and photos. This helps parents know what their children are doing and obtain ideas on how to support children's learning at home. Parents speak very highly of the childminder. They comment that she provides a warm and welcoming environment and that their children are happy and settle quickly. They appreciate the information she provides and the care and attention she gives to children.
- The childminder encourages children to persist in their learning. They are motivated to learn and concentrate as they try to master new skills. For example, they work out how to stack pots. The childminder helps children to count and identify colours as they build towers, which helps supports their mathematical development. Children use their imagination and develop their own ideas. For example, children decide to pretend the pots are hats and put these on their heads.

- Overall, children benefit well from a balanced curriculum. All children, including children with special educational needs and/or disabilities, make progress from their starting points. The childminder finds out about children's needs and interests. She observes and monitors their progress. She establishes effective links with other professionals to identify and close any gaps in children's learning and ensure the best outcomes for all children.
- The childminder helps children to develop their communication and language skills. She introduces new words and helps children learn how to pronounce these. The childminder uses simple signs and picture cards, to further support their communication. This supports children's learning and prepares them for the next stage, including school.
- Children learn the importance of a healthy diet, to maintain a healthy body and healthy teeth. They follow good hygiene routines and understand when they need to wipe their noses and wash their hands. Children benefit from regular fresh air and exercise. They play in the childminder's garden and make trips to the park. Children enjoy physical activities. For example, they wiggle their bodies to music.
- The childminder is attentive to children's care needs and feelings. She quickly recognises when they need changing, are hungry or need a cuddle. Children learn about differences and to respect others. They are confident and their needs are met well.
- Overall, activities are planned to meet children's needs and interests. Older children play with farmyard animals. They use their hands to pick up the animals and place these on the farm mat. The childminder helps children recognise each animal by name and sound. However, the childminder does not fully consider how she can tailor the activity more to engage the younger children. This occasionally results in children losing focus in the activity, which impacts on their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge and understanding of safeguarding issues and how to keep children safe. She knows how to recognise indicators when a child may be at risk of harm. Since the last inspection, the childminder has completed safeguarding training to refresh her knowledge. The childminder ensures her home and garden are suitable and secure and completes risk assessments for outings. She helps children learn how to keep themselves safe.

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

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

- review the organisation of group activities to increase learning opportunities,

particularly for younger children.

## Setting details

<b>Unique reference number</b>	EY374249
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10269827
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	1 December 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

Deborah Orchard

### 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 childminder.
- The childminder showed the inspector areas of her home used for childminding and discussed her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector sampled documentation, including evidence of suitability of household members.
- The inspector read written feedback from parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023