

Childminder report

Inspection date: 19 December 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 settle quickly into this home-from-home environment. The childminder and her assistant develop strong bonds with children and their families. Parents feel involved in their child's learning. The childminder encourages them to share what their children enjoy doing at home. She makes sure that parents have daily handovers, receive regular photos and have discussions at the end of each term about the progress their child has made. The childminder plans activities to develop children's interests. For example, she uses an allotment area in the garden to develop children's awareness of where their food comes from. Children plant seeds and nurture them as they grow. They pick herbs and vegetables and eat them in their meals. Parents recall how children also bring home fruit they have grown.

The childminder is very clear on what she wants children to learn. Children become independent in preparation for school. For example, they are familiar with hygiene routines such as going to the bathroom and washing their hands in preparation for snacks and meals with minimal prompting or support. Children's behaviour is good. They learn to take turns and share and use 'please' and 'thank you' when making requests. The childminder has experience in working with children who require additional support or with special educational needs and/or disabilities. The childminder works with parents, professionals and other settings, such as school, to ensure that children make good progress.

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

- The childminder shares her observations with parents to devise individual next steps in learning for children. Parents feel this enables children to quickly make progress, especially when developing key skills such as toilet training. Parents appreciate how the childminder works with them on areas they find challenging, such as eating or sleeping. However, on occasion, the childminder does not fully sequence children's next steps to build on what they already know.
- The childminder tracks children's development each term. She completes detailed summaries when children are aged between two and three years to support the progress checks completed by healthcare professionals. The childminder encourages children to name their emotions and have a go during activities. Children have high self-esteem and show pride when they receive praise linked to what they are doing.
- The childminder plans a robust curriculum that includes developing children's cultural capital. Children regularly visit the local park or go out into the community. The childminder teaches children about festivals and historical events. She uses trips to enhance children's experiences and encourages parents to attend. Children enjoy linking their interest in transport to journeys on trains and buses.

- Children rapidly learn new vocabulary and develop their communication and language skills. For example, the childminder tells children the names of the animals in a book. Children feel the different textures and practise using the words that describe the animals' coats, such as 'soft', 'smooth' and 'scratchy'. Children later use these words as they play and explore.
- Children who speak English as an additional language are well supported, such as when the childminder encourages them to sing songs and read books with repeated refrains. Children quickly become familiar and join in. However, on occasion, the childminder does not consistently organise activities to support all children's learning. For example, when some children are so eager to share what they know, other children lose interest as they have to wait their turn.
- The childminder and her assistant work well together. The childminder delegates tasks to her assistant, focusing on supporting children's physical play, preparing snacks and meals and supporting older children with their homework. The childminder concentrates on children's learning and development. She has recently evaluated her practice thoroughly through strengthening her links with the local authority's early years team.
- The childminder has access to additional training and the support of a mentor, which has led her to develop her systems. She has reviewed her policies and procedures and amended them to link directly to her practice. The childminder encourages parents to give their views on her setting. The childminder and her assistant access continuous professional development by attending training and strive to provide high-quality education and care to children and their families.
- Children's health and well-being are well promoted. The childminder and her assistant support children's healthy eating, such as by providing freshly prepared and home-cooked meals. The childminder works with parents to ensure that children are registered with a dentist.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a clear understanding of the signs and symptoms that might indicate that a child is at risk of abuse. She understands the local safeguarding procedures for reporting concerns about children's welfare and how to report any potential allegations made about her practice. The childminder takes appropriate steps to prevent the spread of infectious illnesses. She uses risk assessments effectively to help to keep children safe from harm. The setting is safe and secure.

What does the setting need to do to improve?

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

- sequence the planning of the curriculum to build on what children already know,

to help them make consistently good progress

- review the organisation of activities to support children at different stages of learning more effectively.

Setting details

Unique reference number	EY497673
Local authority	Hounslow
Inspection number	10312195
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2016 and lives in the London Borough of Hounslow. She operates all year round, from 7am to 5.30pm, Monday to Friday, excluding bank holidays. The childminder holds an early years qualification at level 3 and works with an assistant. She is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Bernie Dunne

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector looked at the rooms and resources which children use.
- The inspector observed children during their play and their interactions with the childminder and her assistant.
- The inspector looked at documentation and discussed the systems the childminder uses to observe and monitor children's progress.
- Parents shared their views with the inspector.

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
E: enquiries@ofsted.gov.uk
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