

Childminder report

Inspection date: 23 February 2024

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| 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

The childminder offers a caring and nurturing environment for children. Children demonstrate secure attachments and share their happiness at attending the setting. Overall, the childminder carefully considers the curriculum for children. She builds on what children know and can do. Children learn through a variety of age-appropriate activities. For example, they enjoy a range of child-led and adult-led activities, using art and craft, technology and reading and going on walks and trips to the park in the local community.

The environment is rich with language spoken in English, Spanish and Portuguese. The childminder develops children's language skills through regular conversations in English and their home languages. This helps children to develop a good range of vocabulary and promotes their self esteem and confidence. Children exhibit good behaviours and attitudes. They display politeness, consideration and effective communication with the childminder. For example, children demonstrate good manners by saying 'please' and 'thank you' when sharing resources. They confidently express their interests and dislikes, which the childminder listens to and values.

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

- The childminder is proactive in developing a curriculum that covers all the areas of learning and considers the next stage of children's learning appropriately. She has systems in place to monitor children's progress over time, including providing families with detailed progress checks when their children are aged between two and three years.
- Children's communication skills are good. They communicate freely and have opportunities to express themselves. For example, the childminder develops children's thinking by asking them effective questions. For example, she asks children, 'How many do you need?' when slicing play dough they have made into 'bread' and, 'I wonder what will happen?' when children mix colours together.
- The childminder promotes children's emotional well-being. She discusses her settling-in policies and how she engages with families when children start at the setting. The childminder describes how she gathers information about children and their families. She communicates with families regularly to talk about children's ongoing development. The childminder quickly identifies any concerns around children's development, including those with special educational needs and/or disabilities. Overtime, the childminder would like to strengthen engagement with parents to find out what children are learning at home, so she can develop this further within the setting.
- Children who speak English as an additional language have the opportunity to speak and learn English alongside their native languages. For example, children

confidently describe the colours they use when painting and label animals, fruit and utensils in both languages. When children come across challenges in English, the childminder carefully supports them and then uses this to plan further activities to embed new knowledge.

- The childminder has a clear vision of her continuous professional development and regularly discusses her practice with other childminders to receive feedback. The childminder shows she reflects well and demonstrates how she can improve the quality of children's care, learning and experiences. However, this is still in its infancy as the childminder has not yet attended professional development to enhance her practice further.
- Children have opportunities to play educational games on an electronic tablet, which encourages their literacy and mathematical concepts. The childminder carefully selects games that are age-appropriate and encourages children to identify sounds and numbers. Children can use the tablet independently, and the childminder ensures that access to electronic devices are controlled and used safely.
- Children learn about the world around them, such as through regular trips to the park, shops and within the community. They enjoy creating shopping lists and collecting the items they need from the shop to bake. The childminder plans a trip to the farm with children to see the animals they were describing during an activity in the morning. She ensures that children are provided with age-appropriate risks and have opportunities to build their fine and gross motor skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen parent partnerships by encouraging them to share information about their children's development at home
- extend professional development to build on current knowledge and skills to an even higher level.

Setting details

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| Unique reference number | EY388215 |
| Local authority | Hounslow |
| Inspection number | 10305502 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | 23 February 2018 |

Information about this early years setting

The childminder registered in 2009. She lives in Feltham, in the London Borough of Hounslow. The childminder operates all year round, from 7.30am to 8.30pm, Monday to Friday, except for family holidays. The childminder provides spaces for children in receipt of funding and holds a relevant early years qualification at level 4.

Information about this inspection

Inspector
Jenna O'Sullivan

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- 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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