

# Childminder report

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Inspection date: 20 June 2024

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

### **The provision is good**

The childminder provides a safe and welcoming environment for children. She is caring and attentive to their needs. This helps children to develop strong and affectionate bonds. Children show that they feel secure as they happily engage in the many stimulating activities. The childminder plans the daily routines well to meet children's care needs and to promote their learning. For example, as children wash their hands before snack, the childminder shows them how to rub their hands together and describes washing away germs. Therefore, children begin to understand the importance of good hand hygiene and how to manage this independently.

The childminder has high expectations for all children and supports them to reach their full potential. For instance, she makes sure that children practise their language skills often, such as when looking at books and singing songs together. This helps children to become confident and effective communicators. The childminder encourages and praises children often. This motivates them to behave well and supports their positive attitudes to learning. For example, toddlers are eager to demonstrate their developing physical skills. They listen as the childminder reminds them about safety and show focus and determination as they balance on stepping stones or pour water from a watering can.

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

- The experienced childminder has a secure understanding of how children learn and develop. She provides a broad curriculum that is based around the things that children enjoy. This keeps children interested and inspired to learn. For example, the childminder identifies that children are interested in animals. Therefore, she provides books and toys to help them explore this further. The childminder skilfully extends children's learning during their play, such as by introducing animal sounds and names, to support toddlers' developing language skills.
- The childminder carefully organises her provision to give all children a positive and happy start to their learning. She ensures that mandatory training is up to date to help her keep the children in her care safe and well. The childminder also seeks out new ideas to enhance children's learning. For instance, she has recently completed training on child development and describes how this has strengthened her already good teaching skills.
- Children acquire a wide range of important skills and knowledge. They are well prepared for their next stages in learning, including starting school. For instance, the childminder provides lots of fun and interesting opportunities for children to explore making marks. Children learn to control their large and small muscle movements as they 'paint' the childminder's fence with water or decorate boxes

with coloured crayons. This helps children to develop the physical skills they will need as they learn to write.

- The childminder is a very positive role model. She speaks kindly and respectfully to children and models good manners, such as saying 'please' and 'thank you'. The childminder teaches children to be kind and thoughtful towards people and animals. For instance, children learn that they must be gentle when feeding or stroking her pet tortoise. They respond positively to the childminder's gentle guidance and their behaviour is extremely good.
- Children enjoy daily outings in their local community with the childminder to further enrich their learning. For example, they attend music groups where they sing songs and learn to differentiate the sounds of musical notes and instruments. The childminder also plans events with other childminders where children play and make friends in larger groups. However, the childminder has not fully considered how to teach children about people and communities outside of their own experiences.
- The childminder understands the importance of strong partnerships with parents. She ensures that there is a continuous exchange of information with parents to support children's care and learning needs. Parents are delighted with the childminder's provision. They describe how much their children benefit from attending. For instance, parents comment that their children have a more positive approach to healthy eating and have developed their language skills extremely well.

## **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:**

- develop further opportunities for children to learn about people and communities that are different to their own to strengthen their awareness of diversity and the wider world.

## Setting details

<b>Unique reference number</b>	117574
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10351535
<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>	2
<b>Date of previous inspection</b>	20 September 2018

## Information about this early years setting

The childminder registered in 1996. She lives in Chiswick in the London Borough of Ealing. The childminder operates throughout most of the year, from 8.30am to 5.30pm, Monday to Thursday.

## Information about this inspection

### Inspector

Sarah Crawford

### 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 her evaluation of the childminder.
- The childminder showed the inspector the areas she uses for childminding and explained about the curriculum and how the provision is organised.
- The inspector observed a range of routines and activities to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also observed and spoke to children to help assess their experiences in the setting.

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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