

Childminder report

Inspection date: 17 July 2024

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 are very happy and settled in the childminder's welcoming home. They have built up secure relationships with the childminder and approach her for reassurance and cuddles throughout the day. The childminder knows the children well. She speaks with parents before their child starts and gets information about their child's needs and interests. She offers parents a gradual settling-in time, which supports them and the children to get to know her and helps the separation process run as smoothly as possible.

Children freely explore the play environment. They independently select the toys and invite the childminder to join in their play. Children enjoy a variety of puzzles and show good hand-eye coordination as they carefully slot puzzle pieces in. They enjoy exploring a rainbow puzzle and fit this together, learning about size and colours as they make the rainbow shape. They learn sequencing of numbers as they put 'The Very Hungry Caterpillar' puzzle in order from one to ten.

The childminder's curriculum builds on children's knowledge and skills. The childminder currently focuses on developing children's communication and language and independence, in order to prepare them for their future learning as they move on to school. Children have positive attitudes to learning and their behaviour is very good.

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

- The childminder is aware that young children's attention span is limited and, therefore, organises her environment to enable the children to choose toys. She ensures she is near to the children to support them and role model play. This helps children's interest to develop further as they join in.
- The childminder bases her curriculum around a theme and plans this in conjunction with activities that children have taken part in at toddler groups that they attend. Children enjoy exploring the garden, which is well set up as the beach and seaside. They love digging in the sand, where they develop their hand control as they fill up their bucket, pat down the sand, turn the bucket over and show great delight at the sandcastles they have made.
- Children enjoy fishing in the rock pool the childminder has created. They concentrate for some time, looking at the different sea creatures and confidently name some, telling the childminder, 'Look, I found a starfish.' The childminder uses this time to talk about the colours and the similarities and differences of the fish.
- The childminder supports children's emerging communication and language skills well. She has a good selection of age-appropriate books, which children can freely look at. Children sit with the childminder and listen to stories, where she

introduces new words. For example, as children listen to a story about sea creatures, she talks about sea anemones and children repeat these words back. However, the childminder has music constantly playing in the background and she does not consider how this can impact on children's concentration and ability to listen intently.

- The childminder promotes children's good health effectively. For example, they enjoy a range of healthy snacks and are reminded to drink water regularly. Parents provide their child's meals, and the childminder ensures that the foods provided are a healthy option. There is a strong emphasis on children having daily exercise and fresh air. The childminder encourages outdoor play. Children enjoy their time outside, where they run, enjoy ball games and skilfully move around the garden in the toy car.
- The childminder reinforces good behaviour through lots of praise and encouragement. Children have developed great friendships, they play well together and learn about turn taking and sharing.
- The childminder has strong relationships with parents. Parents comment that they are very happy with the care their children receive. In particular, they are very pleased with the childminder's sensitive approach to settling children when they start, which helped to reduce their anxieties. The childminder keeps parents well informed about their child's day, and sends regular photographs and messages so that parents can see their child at play instantaneously.
- The childminder demonstrates a commitment to continually improve her skills. She keeps up to date with mandatory training, and receives regular information from the local authority on any changes to legislation. She also makes good use of meeting up with other childminders, where she can share ideas and good practice, to support her development further.

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:

- reduce background noise to minimise distractions and support children's communication and listening skills further.

Setting details

Unique reference number	138480
Local authority	Hillingdon
Inspection number	10351473
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 September 2018

Information about this early years setting

The childminder registered in 2000. She lives in Ruislip, in the London Borough of Hillingdon. The childminder operates Tuesday to Friday from 8am until 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Devine

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 and the childminder completed a learning walk and discussed how the childminder organises her curriculum.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector read parents' feedback forms to gain their views on the childminder's service.
- A sample of documentation was looked at and discussed with the childminder.

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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