

Childminder report

Inspection date: 7 October 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 show that they feel happy and secure in the childminder's care. They are familiar with daily routines and form close relationships with the childminder. The childminder knows the children very well. She gathers valuable information from parents about their children's individual needs when they first start, which helps children to settle in.

Children's behaviour is very good and they show positive attitudes to learning. They receive lots of praise and encouragement from the childminder. She is a positive role model and encourages children to consistently use good manners, such as during mealtimes. This supports their growing independence and development of good social skills for when they are ready for school and later life.

The childminder plans her curriculum for all children based on their learning needs and interests. She sets out a small selection of toys, which children eagerly explore. With the childminder's guidance and reassurance, children have a go at varying levels of puzzles. They are intrigued as they explore a magnetic puzzle and carefully move the pieces using the magnet. This supports their hand development and their scientific wonder for how things work and why. The childminder focuses on children's communication and language development. She encourages lots of conversations with children as they play. She sensitively repeats words that children mispronounce so they hear the correct words and sounds.

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

- The childminder is very experienced and has a good understanding of children's individual needs and where they may need some guidance. She is fully aware of how to support children emotionally and manages their behaviour in a sensitive and supportive way. This helps children to understand social rules and learn to play together and be friends.
- Children show a real passion for reading books and sit with the childminder listening to stories for extended periods. They thoroughly enjoy listening to 'Peppa Pig Goes to the Library.' They are able to recall their visits to the library and talk about how they choose books to bring home. The childminder explains words to the children, for example telling the children what 'architect' means.
- The childminder has an abundance of toys and resources, which are mostly stored within children's reach. She chooses most toys and rotates them depending on children's interests. However, the childminder does not fully consider the benefits of setting out more toys, particularly role play resources that encourage children to use their imagination and learn to play independently.
- The childminder supports children to begin to recognise the first letter of their names in a fun way. They enjoy decorating their letters with small beads and

develop hand control as they carefully pick up the beads. The childminder introduces letter sounds during play. She ensures she works in partnership with the local school so that she is aware of teaching phonics and sounds correctly.

- The childminder promotes children's good health effectively. She provides children with home-cooked and nutritious meals, and drinking water is accessible in their beakers. She is very aware of ensuring that children are developing their self-help skills and works together with parents on their children's development, such as with toilet training advice.
- The childminder has strong partnerships with parents. She keeps parents well informed about their child's day and obtains their feedback regularly. Parents' comments include that she is friendly, supportive and goes above and beyond to make sure their children are cared for and have fun at the same time.
- The childminder is dedicated and strives for continuous improvement. She is committed to keeping herself up to date with any changes to legislation and practice. For example, she completes online training courses and has regular contact with the local authority, which provides ongoing support and guidance as needed.
- The childminder ensures that children have daily fresh air and exercise. Younger children walk to pick up their friends from nursery and school and learn how to stay safe when outdoors. They enjoy stopping at the park on the way home, running around and using the playground equipment. This supports their physical skills to develop effectively.

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:

- review the layout of resources so that children have access to a wider range of activities that help them to develop their imagination and learn to play independently.

Setting details

Unique reference number	138751
Local authority	Hillingdon
Inspection number	10354920
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	3 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 1997. She lives in Ruislip, in the London Borough of Hillingdon. The childminder works Monday to Friday, from 7.30am to 6pm, term time only. The childminder holds a foundation degree (level 5) in childcare. She is eligible to provide funded early education.

Information about this inspection

Inspector

Jenny Devine

Inspection activities

- The inspector and childminder completed a learning walk and discussed her curriculum for the children.
- The inspector observed interactions with the childminder and with the children.
- Discussions were held with the childminder to assess her knowledge of the early years foundation stage requirements and the inspector spoke to the children.
- The inspector took account of parents' written feedback 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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