

Childminder report

Inspection date: 25 September 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

The childminder has a warm and caring nature that helps children to feel comfortable and safe in her care. She forms strong bonds with the children she cares for. As the childminder plays alongside children, she engages in purposeful conversation with them. She shares new vocabulary and models language. For example, when sharing books, she introduces age-appropriate words along with visual props from the story. This supports children to make good progress with their language and communication skills and develop a love of stories.

Children are provided with regular opportunities to explore the world around them. They visit local parks, soft-play centres and toddler groups. These experiences help promote healthy lifestyles, develop physical skills and broaden children's awareness of their local community. Children take part in activities with larger groups of children where they enhance their confidence in social situations.

The childminder is a good role model. She has high expectations of children's behaviour. Children behave very well. They demonstrate their understanding of daily routines as they follow the clear boundaries she sets. The childminder promotes positive behaviour and supports children of all different ages to recognise what is right and wrong. This creates a friendly environment for children to socialise together in.

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

- The childminder has a good knowledge of early childhood development. She draws on this to plan a curriculum that reflects the developing needs of the children in her care. She gathers key information from parents about what children already know and can do to identify starting points for their learning. She uses her knowledge of the children's interests to plan experiences that they will benefit from, for example when children mention they have never been on a bus and show a keen interest in different types of transport. Consequently, she arranges an outing on a bus for them to enjoy.
- Children engage in a wide variety of learning opportunities to support their individual development and needs. However, at times, the childminder does not always plan activities to extend children's thinking and problem-solving skills and so extend their learning.
- The childminder teaches children good health and hygiene routines. For instance, they learn the importance of washing their hands when they come in from school or before eating. The childminder promotes nutritious meals and snacks. Children benefit from a good range of opportunities to develop their physical skills. For example, they play in the garden, go to the park and enjoy playing games in the field behind the house. This also helps children to develop

their social skills with one another. The children form long-lasting friendships with each other in this welcoming setting.

- Children benefit from regular opportunities to be independent in their learning and play. The childminder recognises the benefits of children learning to manage age-appropriate tasks, and she supports this well. For instance, children learn to put on their own coats and shoes. Older children manage their own self-care. This helps support their transition to school and other settings.
- Parent partnerships are strong in this setting. The childminder communicates with parents daily, using several different methods. Parents are kept up to date with children's progress, and the childminder uses parents' knowledge to continuously support children's progress. Parents comment that this 'trusted childminder' shows true care for their children and they appreciate the nurturing environment she creates.
- The childminder keeps up to date with training to build on her skills and support her professional development. Her robust knowledge of safeguarding ensures children are kept safe in her care. She works with other professionals to consistently develop her expertise to ensure children are making effective progress.
- Children who speak English as an additional language make good progress. The childminder works with families to ensure that children's home languages and cultures are included in her provision. For example, she gains knowledge of key words in the children's home language to help them settle in her home. Children learn about the customs and cultures celebrated by people from different faiths.

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 an understanding of how to support children's thinking skills to further enhance the good quality of learning experiences provided.

Setting details

Unique reference number	139018
Local authority	Hillingdon
Inspection number	10351882
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 October 2018

Information about this early years setting

The childminder registered in 1995 and lives in the London Borough of Hillingdon. She operates from Monday to Thursday during term time only.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of parent's views.
- 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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