

Childminder report

Inspection date:

17 September 2025

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 happy and confident when arriving at the setting. They are welcomed in a friendly way to the vibrant, well-resourced environment. Children have plenty of opportunities to explore the stimulating resources and activities that are arranged attractively. The childminder is passionate and friendly. She spends time supporting and encouraging children to engage in learning opportunities. For example, children take an interest in singing. The childminder uses props associated with each song to support children in remaining engaged. This supports children to show high levels of concentration and focus.

The setting is inclusive. The childminder adapts her practice to support all children to achieve and make progress. She focuses her teaching on what each individual child needs to learn next. She is aware of the children's abilities and will offer support and encouragement. For example, she helps children to hold spoons and begin feeding themselves. Children behave well. The childminder is a positive role model. She encourages children to tidy up after themselves. The childminder knows children well. When children show frustration, she supports them to self-regulate. She offers fidget toys and uses a distraction technique. This supports children to regulate their emotions.

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

- Children have opportunities to complete tasks for themselves. The childminder encourages children to zip their coats up and put on their own shoes. This supports children to develop their independent skills.
- The childminder understands the importance of children having opportunities to explore a variety of different mathematical concepts. She explains how she wants children to develop their understanding of numbers, quantities and shapes. She offers children plenty of opportunities to hear mathematical language throughout sessions. For example, the childminder counts as children place pieces of pasta into pots. She uses words such as empty and full. This helps children to extend their mathematical understanding.
- The childminder offers children choices using real-life items as visual aids. She shows children a banana and a yoghurt. Children can choose which item they would like. This supports children to understand what is being said and gives them opportunities to make their own choices.
- Children are encouraged to join in with a selection of different activities that support them in developing their skills. The childminder adapts and changes activities when needed, enabling children to continue to engage. For example, when children show little interest in the activity she has planned, she changes her approach by introducing a different activity to support the children in their development. This helps children to enjoy learning opportunities and to engage

and participate.

- Children have opportunities to develop their physical skills. They spend time in the garden building with large bricks and moving around the space provided. Inside, they develop their fine motor skills. They spend time picking up small pieces of pasta and moving them to different containers.
- Children are given opportunities to develop their communication and language skills. The childminder repeats single words to children. She repeats the word 'hammer'. She also sings songs and uses supportive aids. For example, she sings 'Incy Wincy Spider' to children using images of spiders. This supports children to develop their vocabulary.
- The childminder has completed a wide range of training opportunities to support her in her practice. However, she does not always consider what children consistently need to support their learning. For example, the childminder does not always give children time to process what has been said and respond before repeating instructions. This means that children do not always have enough time to process information.
- The childminder understands the importance of positive communication with parents. She explains how she gives an overview of what children have done and shares their next steps. Parents support this by sharing how they receive videos and pictures daily, with updates on children's development.
- The childminder is reflective. She looks at what is working well in her setting and how she could make changes. She is passionate about children having opportunities to join in with art and craft activities to develop their creative 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 teaching for communication and language more precisely to ensure that children have enough time to process and respond to information.

Setting details

Unique reference number	161133
Local authority	Hillingdon
Inspection number	10398737
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 November 2019

Information about this early years setting

The childminder registered in 2001 and lives in Hayes, in the London Borough of Hillingdon. She operates Monday to Friday from 9am to 5pm, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Emma Long

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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