

Childminder report

Inspection date: 14 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settle well with the childminder. They are wary of visitors and look to the childminder for reassurance. They develop secure attachments with the childminder which help them to feel safe and secure. Children are curious and explore the activities. Young children enjoy repeating actions, such as putting toys inside pots or cupboards. They gain a deeper understanding of cause and effect as the childminder skilfully plays alongside them. Young children hear a wide vocabulary because the childminder describes what they are doing. They pass a toy phone to the childminder and say 'hiya,' and drop objects through a hole and say 'gone'.

Children benefit from the childminder's ambitious curriculum, which she sequences to help build on their learning. For example, young children play with rice and use a scoop to move it to a bowl, which over time helps them learn the skills to feed themselves. Older children develop skills ready to move on to nursery. They practise putting on their coat and shoes and walk some of the route to nursery. Before long, they can walk all the way. Young children learn to manage their impulsive behaviour, with the childminder's guidance. They quickly learn the boundaries. They pick up toys knocked to the floor and put them back safely on the table.

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

- The childminder is very flexible with the daily routine and adapts the day to meet children's needs. For example, she recognises when children are engaged in activities and postpones snack time to give them time to complete what they are doing. Children learn to concentrate and persevere.
- The childminder has a strong understanding of child development. She knows the children well and assesses their progress. She uses her knowledge to provide a curriculum that builds on children's learning. The childminder supports children's communication and language skills well. She makes time for conversations, expanding on what children say.
- The childminder shows children how to use resources. They learn to operate a pretend microwave. She teaches children to listen to the different sound each button makes when pushed. When they push the buttons, she gives them language linked to the sounds they can hear, such as 'going round', 'cooking' and 'finished'.
- Children have opportunities to be active and enjoy spending time outdoors. They use wheeled toys and learn to climb up the steps to a slide. The childminder promotes children's physical health effectively.
- The childminder works closely with parents right from the start. Parents say how quickly the childminder put them at ease and they felt confident to leave their

children in her care. The childminder follows children's routines from home, and the settling-in sessions really help children and parents alike. The childminder shares feedback daily to keep parents informed about their children's care and learning.

- Children learn what makes them unique and enjoy learning about each other's celebrations, such as Diwali. Together they enjoyed celebrating the Queen's Platinum Jubilee. Children used their creative skills to make a castle, crowns, flags and biscuits.
- All children, including children who receive funding, make good progress in their learning. However, the childminder has not yet established a working partnership with other early years settings that the children attend. Consequently, she does not know what children are learning to enable a consistent approach for their development.
- The childminder evaluates her practice and has identified additional resources to support children's learning outdoors. She has updated her safeguarding knowledge but has not focused fully on her professional development. For example, she has not considered advancing her knowledge further to enhance teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She has a good understanding of the signs and symptoms that may indicate a child is a risk of harm. The childminder is aware of local issues, such as gangs and knife crime. She knows that she must follow the 'Prevent' duty guidance to help prevent children or their parents being drawn into terrorism. The childminder knows who to report any concerns she may have to protect children's welfare. She understands that if she receives an allegation against her or a household member, she must report it and seek advice from the local authority designated officer. The childminder teaches children to keep safe. They learn to walk safely beside the childminder away from the road. She reminds children to sit carefully on chairs so they do not fall off.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- establish stronger and more effective partnerships with other providers when children attend more than one setting, to complement children's learning and strengthen the accuracy of the curriculum
- enhance the focus on professional knowledge to build on teaching across the curriculum to enrich children's learning.

Setting details

Unique reference number	2508714
Local authority	Hillingdon
Inspection number	10207779
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Ruislip, in the London Borough of Hillingdon. The childminder holds a relevant qualification at level 3. She works from 8am to 6pm on weekdays, all year round, with the exception of bank holidays and family holidays. The childminder receives funding to provide free early years education for children aged three.

Information about this inspection

Inspector

Ruth George

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning to help them progress in their development.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector spoke to parents by telephone and took account of their views.
- The childminder provided the inspector with a sample of key documents 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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