

Childminder report

Inspection date: 25 July 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 develop strong social skills and loving emotional attachments due to the welcoming and homely atmosphere at the childminder's safe home. Children show that they feel relaxed and happy in the childminder's care. Older children say that they love coming to the setting and have so much fun, particularly when experiencing water play in the garden. Younger children clearly feel safe and run to the childminder with excitement for cuddles, telling her that they 'love it here'. They are well behaved and settle well due to the home-from-home environment and trusting relationships they and their family build with the childminder. This enables them to build confidence, independence and valuable social skills in readiness for starting school and nursery.

The childminder has high expectations and plans activities around the needs and interests of the children. Depending on their interests, she plans things that will initially catch their enthusiasm and then extends their learning. For example, the childminder makes handwashing enjoyable, using rhymes and songs; children respond positively and say, 'I love washing my hands'. Good hygiene practices are encouraged and promote independence and personal skills.

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

- Access to outdoor play promotes a healthy lifestyle for children to flourish. Younger children choose to spend time in the garden, which supports their physical skills. The garden is safe, welcoming, child friendly and a place where children love to be. Older children recall having great fun in the garden playing with the hose.
- The childminder supports children to take risks. For example, younger children enjoy climbing and sliding, and pulling the train off the track and pushing it back down again. They run about, negotiating space effectively. The childminder introduces new vocabulary as children play. She encourages them to notice and appreciate the natural world around them.
- Relationships with parents and children are strong, positive and well established. The childminder keeps parents informed about their children's progress and well-being. They work closely together to ensure the best outcomes for the children.
- The childminder knows the children well and parents trust her, which supports the individual needs of children in her care. Children feel safe as they know they will have their needs met by the caring childminder. The childminder is polite and respectful to the children; as a result, children are polite and respectful to each other and to adults who they have not met before. This enables children to develop valuable social skills.
- Younger children develop their fine-motor skills and begin to learn about

mathematical concepts as they carefully use the tweezers to sort coloured pom-poms into different-coloured bowls. The childminder extends children's language as she encourages them to use their senses and to think about what the materials sound like and smell like during craft activities.

- The childminder is very experienced. She networks closely with other childminders to share ideas and to discuss policies and practice. At times, she lacks confidence, resulting in her not always adapting her curriculum when children become less interested in activities she has planned.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs of abuse and the procedures to follow if she believes that children are at risk. She understands her responsibility to report concerns and knows the process for doing this. She has a good understanding of the wider issues in society, such as the 'Prevent' duty. She is aware of the process if there is an allegation made against anyone in her household and ensures their ongoing suitability. She carries out regular risk assessments to ensure all areas are safe for children to access.

What does the setting need to do to improve?

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

- carefully consider training opportunities to make planned improvements and reflect confidently on how the curriculum can be flexible and adapted to gain the best possible outcomes for children.

Setting details

Unique reference number	2518262
Local authority	Hillingdon
Inspection number	10207955
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Hillingdon. The childminder provides care from 7am until 6pm, Monday to Friday, all year round, except for family and bank holidays.

Information about this inspection

Inspector

Jen Gee

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed a joint observation of an activity and the impact of this on children's learning.
- Parents gave feedback to the inspector.

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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