

Childminder report

Inspection date: 4 May 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 secure in the childminder's home. They find their name tag, hang their coats and bags up and take off their shoes. They engage in their chosen activities and busily set to work, for example, to draw a helicopter. Children are confident communicators. They chat to each other and the childminder about what they are doing. They benefit from the childminder's narrative when she comments on what they are drawing. Children listen and respond to her questions, such as 'What colour is the sun?' When they reply, 'lellow' she repeats back 'yellow' for children to hear the pronunciation correctly. Children learn a new word 'propeller' and the childminder explains what the propeller does. Children have developed the small muscles in their hands overtime. They use these to make marks and are learning to write their names to label their work.

Children have built good relationships with the childminder and their peers. They have the odd tussle that they resolve with a little help from the childminder. Children learn right from wrong and are polite. They have close attachments with the childminder and are confident to seek out support and cuddles. Children learn to solve problems and make decisions together. For instance, they discuss and choose what endangered animal they want to adopt. Children benefit from a broad curriculum and make good progress in their learning.

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

- The childminder knows each child well. She assesses their development precisely and monitors their progress. The childminder carefully sequences children's learning. For example, to support their interest in writing their names the childminder introduces the phonetic letter sounds.
- Children love listening to stories. They benefit from the childminder's good quality books, both fiction and non-fiction. Children join in stories as the childminder reads. They excitedly lift flaps and recall the story. For example, they remember why they should clean their teeth and why a whale does not need to.
- The childminder challenges children's mathematical development. They learn to count and make simple calculations. For example, when the childminder asks them 'How many sides a molar has?' They count to four and add on the top and bottom of the tooth to make six. Children are learning the concept of time. They use a sand timer and set a mobile phone timer to compare two minutes.
- Children manage their personal care and follow good hygiene procedures. They lay the table for snack and are learning to pour drinks from a jug. They spread butter on bread and put cheese in sandwiches, and peel fruit, such as bananas and satsumas. Occasionally, the childminder does not fully consider the hand children prefer to use when providing support or the placement of resources in

the environment. This sometimes hinders children's development.

- Children are developing a sense of responsibility in the childminder's home and the community. Children learn about other people who are not as fortunate as themselves and it is good to help others. For example, the children point out a food bank and recall collecting tins over Ramadan. They comment, 'For people who don't have enough food'.
- Feedback from parents is very positive. They comment the childminder 'has always gone that extra mile' and their child's 'development has come on leaps and bounds'. In addition, they share areas they wish to see improved with the childminder and she has responded promptly to make this happen.
- The childminder is dedicated to improving her knowledge of the areas of learning to enhance teaching. For example, during the pandemic she accessed free university courses. She has used her learning to enhance and extend children's imaginations. She has also introduced children to mindfulness to help them be aware of what they are doing, to breathe, think and relax.
- During the pandemic, the childminder kept in touch with parents and shared her intentions for children's learning. She shared her curriculum thinking with parents, so they could enjoy activities at home. Children enjoyed singing and story time with the childminder over video calls. Children settled well when they came back to the childminder and were confident and happy to return.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She recognises signs that may indicate a child is at risk and knows how to report any concerns. The childminder understands to contact the local authority designated officer if she received an allegation about her or the family. The childminder knows about wider safeguarding issues in the community, such as people with extreme far right views. The childminder keeps children safe in and out of the home. For example, children learn to use a zebra crossing to safely cross the road and to hold handrails when walking up and down steps.

What does the setting need to do to improve?

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

- enhance the attention given to the physical environment, such as the layout of equipment and resources, so children can easily use their preferred hand to practise skills and extend their learning.

Setting details

Unique reference number	2529506
Local authority	Hillingdon
Inspection number	10208414
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 8
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. She operates Monday to Friday from 8am to 6pm, all year round except for bank holidays and family holidays. The childminder holds a postgraduate certificate in education and an appropriate childcare qualification. The childminder receives funding for the provision of free education for children aged three and four.

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 the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation as requested.

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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