

Childminder report

Inspection date: 16 January 2023

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle well. The childminder and her assistant work closely with parents to support each individual child's move into their care. During the settling-in process, daily discussions with parents ensure children's needs are met, and parents also feel supported and involved. Communication is good. For example, the childminder uses an online app to log children's daily activities and care. Parents share activities children like to complete at home and this is used by the childminder to link and extend learning. The childminder is very clear on what she would like children to learn in preparation for their next stage in development and learning. For example, she uses books and conversations to support older children's planned move into school.

Children form warm, caring relationships with the childminder. Interactions between the childminder and children are kind and gentle. Children feel safe and secure and play well together, demonstrating care and concern for their friends. When joining in adult-led activities, they encourage each other to take turns and 'have a go'. Children also enjoy daily opportunities to discuss the weather and the days of the week. Children confidently choose and join in singing songs and sharing their favourite stories.

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

- The childminder has a clear understanding of what she wants children to learn. She works closely with parents to ensure children gain independence with their dressing, eating and toileting. Children prepare for snacks and meals by washing their hands and setting the table, feeling confident when they complete daily routine tasks.
- Children participate in conversations relating to their interests. For example, children who enjoy building have a selection of blocks and tools. They talk about balancing the different pieces to ensure their tower does not fall, until they want it to, by giving it a push.
- The childminder works with a skilled assistant, who really knows the children well. During group activities, the childminder has different expectations for each child. She understands children make progress when activities are planned at their stage of development and not by age.
- Behaviour is generally very good. Children take turns and share resources well. However, on occasions, the childminder does not give children clear behaviour expectations, and they do not develop an understanding of how to act. For example, children become so eager to share what they know that they move closer or call out the answer to a question directed to another child.
- Systems are in place to ensure children's individual care needs are met. Both the childminder and her assistant have attended paediatric first-aid training. Parents

complete registration forms containing questions relating to medical needs. Information can be updated at drop off or collection, or by an online app used by the childminder.

- Parents value the care their children receive. They speak highly of the information they regularly receive on the progress their children make. Plans for supporting children's next steps in development are discussed and adapted to meet the needs of each child. This helps parents to feel included and supported.
- Children who speak English as an additional language are supported well. The childminder threads their home language into routines and activities, to ensure children maintain their knowledge, understanding and use of both languages.

Safeguarding

The arrangements for safeguarding are effective.

The areas used by children have door and stair gates to ensure children only move between areas where they can be supervised in the childminder's home. Children also have use of a secure garden, with a selection of age-appropriate play equipment. The childminder and her assistant are aware of what they need to do to ensure children are safe from harm. The childminder discussed issues that may impact on children and families using her care. She speaks confidently about identifying signs of abuse, and she knows who she would need to report her concerns to. Both the childminder and her assistant were able to share information on county lines and had a good understanding of the 'Prevent' duty guidance and signs of radicalisation.

What does the setting need to do to improve?

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

- extend opportunities for children to develop a secure understanding of behaviour expectations within the childminder's home.

Setting details

Unique reference number	2542984
Local authority	Hillingdon
Inspection number	10252441
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 4
Total number of places	12
Number of children on roll	3
Date of previous inspection	9 August 2022

Information about this early years setting

The childminder registered in 2019. She lives in West Drayton in the London Borough of Hillingdon. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three-year-old children.

Information about this inspection

Inspector

Bernie Dunne

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 provider.
- Teaching and learning was observed by the inspector.
- At an appropriate time during inspection, the inspector spoke to the childminder and her assistant.
- Relevant documentation was viewed by the inspector.
- The views of parents were sought by the inspector.
- The inspector completed a learning walk around the premises.

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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