

Childminder report

Inspection date: 17 March 2023

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 safe and happy in a warm and caring environment. They play together exceptionally well, sharing ideas. They work together harmoniously to make a den. Children investigate concepts and overcome challenges. For example, the childminder asks the children what they could do to make the den stay up. This enables the children to problem-solve. Children engage in pretend play for extended periods of time. They pretend to go on a camping holiday. This supports them to use their imaginations.

Children have opportunities to develop their mathematical understanding. They learn about numbers while building towers. They measure these towers against themselves. This helps children make comparisons between different sizes. Children learn about positioning and balancing while making structures. For example, the childminder explains to the children that the brick is wobbly, as it is on the edge. The children explore this by moving the bricks.

Children continuously make independent choices. They lead their own play and explore their own interests. Children have a good bond with the childminder. She has high expectations for children's behaviour. Children behave well and feel comfortable and confident within her care. The children and the childminder laugh together while they join in with different activities.

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

- Children have plenty of opportunities to develop and extend their language skills. The childminder encourages them to explore their ideas and develop their understanding, by asking open-ended questions. For example, she asks the children to tell her about what they have drawn. The childminder supports the children by repeating words back to them. This helps children to build on their vocabulary and communication skills.
- Children are given a vast number of opportunities to be independent. For example, they serve their own fruit at snack time and peel oranges themselves. They also squeeze glue into pots when making their own Mother's Day cards. This supports their independence and helps them to develop their self-help skills. When children question their ability to achieve a task, the childminder encourages them. This is done by singing a song, 'yes we can, yes we can, yes we can'. This encouragement supports the children to persevere and develops their self-esteem.
- The childminder knows the children well. She talks to them about their home lives throughout the day. Children feel valued and included. However, children do not always have opportunities to learn about the diverse world around them. The childminder is committed to providing high-quality care and education to the

children. She identified this as an area of improvement, which shows that she can critically review her practice.

- Children behave very well. They socialise exceptionally well with their peers and build meaningful friendships. Mealtimes are a social experience. They sit together and engage in conversations. This helps them to have positive social interactions. The children have opportunities to learn about healthy lifestyles. For example, they engage in conversations about their favourite fruits with each other during snack time. They talk about how fruit is good for them. This helps the children to recognise healthy foods.
- The childminder supports the children to learn new skills, as well as developing their existing skills. For example, she identifies the children's starting points and has a good understanding of how she would like them to progress. This ensures that all children can develop to their full potential.
- Partnership with parents is strong. Parents have positive views on the childminding setting. They share how they are updated weekly with information regarding their child's development. This ensures that the childminder and parents work together to support each child within their learning journey.
- The childminder focuses her continuous professional development on identifying areas to improve and enhance her practice. She attends a range of training and puts the knowledge into her practice to support children in her care.
- The childminder is aware of the children's individual needs. She identifies and provides support to help them feel comfortable and confident within the childminding setting. Children know what to expect during their day. This helps all children to settle and feel secure.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder is aware of signs and symptoms of abuse and has good knowledge of the procedures to follow if she has a concern about a child in her care. She is aware of health and safety protocols. The childminder speaks to the children about keeping safe, such as no spinning in the kitchen. She has a good knowledge of online safety and shares this with parents. This ensures that the children are kept safe online. The childminder has up-to-date paediatric first-aid training.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about the diverse world around them.

Setting details

Unique reference number	2589615
Local authority	Hillingdon
Inspection number	10280908
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Uxbridge, in the London Borough of Hillingdon. She operates Monday, Tuesday, Thursday and Friday, from 9am until 4pm, during term time only. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Long

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.
- The childminder talked to the inspector about what she wants children to learn and how the curriculum is planned.
- The childminder and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities.

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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