

Childminder report

Inspection date: 11 January 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 have positive interactions with this caring and nurturing childminder. The childminder demonstrates a deep knowledge of the children. She has high expectations for children and uses effective strategies to support positive behaviour. As a result, all children demonstrate good manners towards their peers and other adults. The childminder forms excellent relationships with parents and uses her expertise to support parents in other aspects of the children's development. She provides a visual timetable for parents to use for their sleeping routine at home. To ensure continuity for the child, she implements similar systems at the provision to help children with the transition between activities.

Children engage in well-planned activities that extend their vocabulary and natural curiosity. For example, they explore a box filled with sensory materials. Children use the materials independently to make a collage, while repeating the new vocabulary that the childminder models for them. Children appreciate being out and about in the community with the childminder. They have opportunities to develop their physical skills locally, indoors and outdoors. Children enjoy being physically active and are making good progress in this area. Their social skills are extended through weekly playgroups, as well as trips to the library and the café.

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

- The childminder fully considers what children need to learn when planning her curriculum. She uses her knowledge of the children and her skills to provide stimulating and effective activities. For example, there is a singing board for children to choose which song they want to sing. There are relevant props, visual aids or physical actions to accompany each song. Children are highly motivated to join in and maintain concentration and focus.
- Children benefit greatly from the focus on communication and language development. The childminder skilfully models new vocabulary. She praises the children when they use words to communicate their knowledge or their needs.
- Overall, children are actively encouraged to be independent throughout their day, starting with hanging up their coats on a named peg. Children use a photo book to choose alternative toys that they cannot access themselves. This helps children to become more independent in their play, without overfilling the room with resources.
- The childminder is mindful of providing experiences appropriate for all children. For example, she chooses outings that are suitable for the range of ages of children in her care. She carefully risk assesses these events to ensure children's safety is always considered. However, she does not always give children time to decide what they want to do, explore their ideas and test out what they know.
- Children make good progress in their learning, including children with special

educational needs. The childminder observes children and assesses their development. She identifies children who need additional support and implements next steps to promote their specific learning needs. She works very closely with their parents and supports them to access external services.

- The childminder constantly reflects on her provision and uses her knowledge from her previous experiences and training to achieve this. She confidently implements new systems to improve outcomes for children, for example organising the physical environment to maximise learning opportunities and keep children safe.
- Children benefit from hearing mathematical language used by the childminder. For example, she models how to count as she hands out toy monkeys during singing time. At mealtimes, she uses opportunities to describe quantities, such as 'more', 'little' and 'last one'.
- Parents are extremely complimentary about the childminding provision. They comment that their children have made good progress in their behaviour and language development. They appreciate the trips that their children take part in and enjoy the anecdotes and photographs which are shared with them.
- The childminder understands the significance of continually enhancing her professional development in order to further develop her good knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She is able to identify a range of possible signs and symptoms that indicate that a child may be at risk of harm. She understands her responsibility to report any concerns to relevant services. The childminder understands a wide range of safeguarding issues, such as female genital mutilation. Children are well supervised. The childminder continuously checks the suitability of her premises. For example, she ensures any possible hazards are removed, to keep children safe in her care.

What does the setting need to do to improve?

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

- allow children time to explore and make independent choices when offering activities so they can test out their ideas and practise new skills.

Setting details

Unique reference number	2590198
Local authority	Hillingdon
Inspection number	10263164
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	3 to 3
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Ruislip, in the London Borough of Hillingdon. The childminder offers care on weekdays from 7am to 6pm, throughout most of the year.

Information about this inspection

Inspector

Rivka Bick

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 provider.
- The childminder explained how she organises her provision and a learning discussion took place.
- The childminder and the inspector discussed how the curriculum had been implemented, and the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- A range of documents were reviewed, including paediatric first-aid qualifications and suitability checks.
- The inspector considered parents' views by telephone and from written comments.

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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