

Childminder report

Inspection date:

6 December 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 settle well in the childminder's care. They respond well to the cuddles, smiles and reassurance she offers when they first start coming to her home. Babies soon have the confidence and sense of safety to fall asleep when tired, secure in the knowledge the childminder remains close by and will be there when they wake up.

Babies and children behave appropriately for their age. The childminder understands the importance of consistent boundaries and clear messages about expectations around acceptable behaviour. Babies begin to learn the skills they will need later for sharing and taking turns. For example, they learn to pass toys back and forth and listen closely when the childminder speaks.

Babies benefit from being cared for by a childminder who makes accurate assessments about their capabilities and interests. Babies find the resources and activities on offer engaging and sufficiently challenging. This is because the childminder uses what she knows about them to carefully plan a learning environment, which is stimulating and closely matched to their developmental needs. This, combined with the childminder's good teaching skills, means that babies make good progress and gain a positive early experience of learning away from home.

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

- The childminder is very skilled at supporting children's early language development. She carefully considers each child's stage of development, adapting how she interacts with them accordingly. She uses single words or short phrases to describe what babies are doing. For example, she repeatedly uses words such as 'bang' 'shake' and 'in and out' in ways that help babies learn what these words mean. She also repeats back babble and noises, sitting facing babies as she does so. Babies delight in this game, which effectively encourages them to make more and more sounds, and begins to teach them about two-way conversations.
- From an early age children learn to enjoy books and songs. They bounce up and down enthusiastically as the childminder sings to them. Babies show real pleasure when the childminder opens books to look at with them.
- The childminder carefully observes children as they play. She makes ongoing assessments about what children can do, and uses these effectively to plan how she will consolidate or extend learning further. For example, she notices when babies show a strong interest in banging items together or trying to fill containers. She then plans how she can use this interest to help strengthen children's hand-to-eye coordination and small-muscle development.

- The childminder accurately identifies when children may need extra help to make the progress of which they are capable. She then works closely with parents to access additional support. Parents are full of praise for the efforts the childminder put into getting their children external support for their speaking and listening skills. They comment how the childminder worked with other professionals to give children the particular support they needed to begin to catch up with their peers. However, the childminder has not yet established robust working relationships with other settings children attend, to build even more effective partnerships.
- Children develop well into confident and inquisitive learners. This is because they find what is on offer fascinating and interesting. It is also because the childminder makes good choices about when to engage directly in children's play and when to sit back and allow them time to explore and try things out for themselves.
- Children are encouraged to complete age-appropriate tasks for themselves. For example, the childminder recognises when babies are ready to begin to feed themselves and plans how to encourage this developing independence, while still ensuring these children get plenty to eat.
- The childminder shows a strong commitment to building on her existing good teaching skills further. She seeks out regular training opportunities and uses well what she has learnt to enhance experiences for children. For example, she has reflected on how best to use her garden to encourage energetic physical play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is a safe space, suitable for the care of children. She completes safeguarding training in line with local guidance. She is able to clearly, accurately and confidently talk about the signs that may indicate a child is at risk of harm. This includes the risks to children of living in a home where there is domestic violence or a risk to children of being exposed to extreme ideologies. She knows how to share any concerns to keep children safe.

What does the setting need to do to improve?

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

- develop partnerships with staff at other settings children also attend, to provide the best possible support for children's learning and development.

Setting details

Unique reference number	2593528
Local authority	Hillingdon
Inspection number	10251313
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in West Drayton, Hillingdon. She offers care all day, Monday and Tuesday only, throughout the year. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- The inspector looked at a sample of key documentation.

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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