

Childminder report

Inspection date: 11 June 2024

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

The childminder and her assistant use consistent routines and are very welcoming. They greet children in their home language and take time to speak to parents on children's arrival. Children arrive happily in the morning and eagerly join in with routines and activities. Children benefit from strong attachments with the childminder. They demonstrate they are secure and safe in the warm and nurturing environment. They freely explore and independently choose resources of their interest.

The childminder ensures her curriculum meets children's changing needs. She knows children well, and plans learning opportunities to effectively support them in achieving their next steps. This helps all children to progress well. This includes children who learn to speak English as an additional language. The childminder supports all children to develop strong physical skills. They enjoy using the ride-on toys indoors and in the childminder's garden, getting on and off independently.

Children behave well. The childminder and her assistant are positive role models of expected behaviour. They are quick to remind children of their expectations, as they gently remind them of rules for sharing and turn taking.

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

- The childminder supports children in their communication and language development. She introduces new words, such as 'seed' to extend their learning about fruits. She provides children with high-quality interactions throughout the day. In addition, children show interest in books as they listen to familiar stories being read to them.
- The childminder knows how activities can be adapted so that they are age appropriate for all children. She is skilled at supporting children's individual learning needs. However, on occasion, she does not ensure that her assistant adapts her teaching techniques as successfully, to maintain children's involvement in play. This means some children are more engaged and learn more from activities than other children.
- The childminder and her assistant encourage children to develop their mathematical skills throughout the day. Children often initiate counting activities by themselves and demonstrate their knowledge of numbers to the childminder. For example, they arrange objects in a way so they each have an equal number of items.
- The childminder provides different ways for children to move while in the garden. They balance, swing, climb and slide. This supports their large muscle development well. She also offers ways for children to be creative with paints and different size paint brushes. Children enjoy painting with water on the

garden fence and look in awe as their artwork disappears as it evaporates. Children strengthen their small muscles further as they pick up beads and arrange them in colourful patterns.

- Meal times are sociable experiences and the childminder provides children with freshly cooked and nutritious food. During fruit time her assistant explains to children where different fruits come from. They talk about orange trees and strawberry plants, as they enjoy their tasty snack. Children learn about healthy eating and practices that support their health, such as handwashing.
- The childminder has high expectations for children's behaviour. She recognises the developmental connection between a child's age, their language skills and how they behave. She reinforces the kind and positive behaviour of all children. The childminder supports children's emotional well-being very well.
- The childminder is reflective about her setting. She knows what she does well and what she wants to develop even further. For example, she plans to engage children in the local community even more by visiting local care homes with them. She knows how important regular training is, helping her to keep up to date with new initiatives in early years education.
- Partnership with parents is strong. The childminder seeks detailed information from parents about their child's development and finds out what they have been doing at home. She offers home visits during settling-in time to help children and parents build positive relationships with her. The childminder shares photos and messages with parents and informs them about sleeping and eating routines each day. Parents praise her attentive attitudes and comment highly on progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support assistants to target learning opportunities consistently at the right level so that children maintain their engagement and gain the most from their learning.

Setting details

Unique reference number	2649785
Local authority	Hillingdon
Inspection number	10335569
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and live in Uxbridge, Hillingdon. She operates between 8am and 6pm, Monday to Friday, all year round. She accepts funding for free early years education for children aged two and three years. The childminder works with an assistant.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first routine inspection the childminder received since 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 her setting.
- The childminder led the inspector on a learning walk and talked to the inspector about what she wants children to learn.
- The childminder and the inspector evaluated an activity together during a joint observation.
- The quality of education was observed, and the inspector assessed the impact that this has on children's learning.
- Parents shared their feedback with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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