

Childminder report

Inspection date: 5 March 2025

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 happy and well looked after by this kind, calm and nurturing childminder. Children form strong relationships with the childminder and her staff. The childminder gathers relevant information about children's needs and interests and carefully uses this to plan meaningful activities. The staff have a deep knowledge of the children and naturally follow their lead to engage effectively with them as they play and learn. The staff interact calmly with children, which supports the children to develop new ideas and extend their knowledge in a comfortable environment. Children feel confident to face new challenges and 'have a go', even if they find it hard.

The childminder has high expectations for children's behaviour. She regularly praises good behaviour and helps children manage difficult situations, such as sharing a loved toy. Young children manage to resolve minor issues using strategies they have been taught by the childminder. They take turns and use a timer to know when it is time to switch. Children help each other by reminding their friends how to keep safe, helping them find an item of clothing or by offering them a toy so they can join in with the game.

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

- The childminder works closely with parents and carers to ensure consistency in children's care and development. She maintains regular and open communication, which creates strong parent partnerships. Parents comment on the warm, family-orientated environment that their children thrive in. They feel reassured that their children are happy, safe and well cared for.
- Children are taught key skills to support their own independence. Children confidently play with the range of toys and resources, both indoors and in the garden. They are shown how to manage their own self-care routines, such as handwashing and using the toilet. Children are comfortable to ask for help when they need it, such as taking out a heavy box of trains.
- Children's mathematical development is good. The childminder promotes the use of mathematical language and concepts throughout children's play. For example, children estimate how many jumps a toy will make before it falls over. They wait for each jump before saying the next number. Later, as they play, they accurately count objects in books and bricks in the tray. Children demonstrate a solid understanding of numbers.
- This experienced childminder completes regular training to continually improve her own professional development. The wide array of courses guide her practice and ensure children receive a varied and age-appropriate curriculum. This supports children to make good progress in their learning. However, this is not consistent with her staff. The childminder is working with them to enhance their

skills further.

- Culture and diversity are promoted well in the setting. Children learn about this through activities, such as cooking, craft activities and stories. They discuss different religious festivals to ensure that they develop a knowledge and understanding of the people within their community.
- The childminder has high expectations for children's communication and language development. She consistently introduces new vocabulary, and models the correct pronunciation of words, to support children's understanding. Children are confident communicators and take part in interesting conversations. The childminder plans a language-rich environment, which includes stories and new vocabulary for all children.
- The childminder promotes healthy lifestyles for all children. Children of all ages sit together like a family at mealtimes. They enjoy being sociable with each other. Older children role model good habits for younger children. Children are polite and patient as they select what they want to eat. Children make choices about what meals they want the childminder to make that day and enjoy creating a tasty menu with her. Children have regular access to the garden, which gives them opportunities to exercise their bodies and supports their physical well-being.

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:

- continue to focus on support and professional development opportunities for staff to further improve the quality of education.

Setting details

Unique reference number	2704210
Local authority	Hillingdon
Inspection number	10376145
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	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Ruislip in the London Borough of Hillingdon. She operates weekdays between 7.30am and 5.00pm all year round, except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Rivka Bick

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the deputy manager carried out a joint observation of an activity.

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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