

Childminder report

Inspection date:

28 November 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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure. They settle quickly on arrival and are eager to begin exploring the variety of stimulating resources set out for them. Children gather toys, such as the baby doll, and place them on the sofa to play. They eagerly feed the toy dog and involve other toys, such as the teddy, in their imaginary play. Children laugh and giggle with the childminder as they play with the toys together.

Children begin to develop a love of books. They delight in taking their favourite books to the childminder to read. They help to turn the pages as the childminder reads animatedly to them, and eagerly lift the flaps to find the hidden animals. Children take turns and share toys very well. For example, they willingly give toys to others and involve them fully in collecting items of 'shopping'.

Children develop secure mathematical skills and knowledge in relation to their age. During imaginary play, they begin to recognise 'half' of the foods that they share with the childminder, separating these in half to share with her. Children begin to use simple numbers spontaneously in their play.

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

- The childminder has a positive attitude to improving her provision. For example, she completes online webinars, networks with other providers, and researches information. The childminder records what she learns in a notebook which she then refers to. This helps her reflect on and improve her practice.
- The childminder considers what she wants children to learn next and includes this in the curriculum. She particularly focuses on developing younger children's concentration. She has a wide variety of resources to excite children to learn and help them to extend their play. Children delight in imaginary play and show good levels of concentration for their age.
- The childminder successfully plans opportunities for children to experience unfamiliar types of play. For example, she recognises that children have had few opportunities at home to explore materials and use their senses. She therefore plans time for children to explore water, sand and other materials, enhancing the curriculum offer for these children.
- The childminder understands how to develop young children's small-muscle skills in preparation for writing. For instance, she encourages children to squash, squeeze and roll play dough in their hands. This develops their hand muscles and supports them to confidently grasp chalks to make lines and marks.
- The childminder develops children's language effectively. For example, she refers to children by name to get their attention. She names simple items in play and helps children to develop storylines for their play. This helps children begin

to develop their own scenarios, such as selling food in the shops. Children begin to name food for their 'shop', such as 'banana' and 'milk'.

- Children learn about differences between themselves and others. The childminder uses opportunities that arise to help children learn about different cultures, beliefs and experiences. For example, she uses children's conversations as a teachable opportunity to develop their appreciation that we are all different.
- The childminder provides a variety of opportunities for children to be active. For instance, children enjoy trips to the park in the fresh air. They confidently climb steps and push themselves down the slide. Children benefit from regular gymnastics activities, which help to develop their balance and co-ordination.
- The childminder is inclusive and she supports the needs of children who speak English as an additional language well. However, she has not fully considered how to strengthen communication with parents who speak English as an additional language. This is not fully effective in helping her to gather and share more detailed information about children's learning and ways to help parents extend this at home.
- Children behave well. The childminder is a positive role model for them. During her interactions with children, she demonstrates how to say 'please' and 'thank you' and children begin to follow this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to ensure that her home is safe for children. For example, she completes risk assessments each day to ensure that the toys available are suitable for the age of children attending. The childminder has robust procedures for outings into the local area. For instance, she takes emergency contact details and a first-aid kit on outings on public transport. The childminder has a good understanding of local safeguarding issues, such as county lines. She is able to explain signs and symptoms of abuse, including female genital mutilation, grooming and radicalisation. The childminder ensures that the relevant suitability checks are completed for all household members.

What does the setting need to do to improve?

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

- strengthen communication with parents, particularly those who speak English as an additional language, to help gather and share more detailed information about children's starting points, their ongoing learning and how to support them further at home.

Setting details

Unique reference number	EY221635
Local authority	Hillingdon
Inspection number	10238941
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	3 February 2022

Information about this early years setting

The childminder registered in November 2002. She lives in Hayes, Middlesex and operates from 7am to 6pm, Monday to Friday, all year round. She holds an appropriate qualification.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.
- The inspector completed a joint observation of a role-play activity. The inspector evaluated the success of this with the childminder.
- Parents' written views were considered on the day of the inspection.

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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