

Childminder report

Inspection date: 2 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle well in this warm and homely environment. They have a strong relationship with the childminder. Children are very polite and respect each other. They play a game cooperatively as they take turns to post coins. The childminder gently reminds children of the house rules, and children respond well. This helps children to develop a sense of belonging and feel safe and secure in her care. The childminder organises the toys and resources appealingly. Children are self-motivated and able to make their own play choices.

The childminder knows the children extremely well. Children benefit from the well-planned learning activities, both indoors and outdoors, that are based on their interests and next steps. Children are engaged fully with planned activities. For example, children enjoy matching each food card to the pictures they see as they read 'The Very Hungry Caterpillar' with the childminder. She also encourages children to count how many fruits the caterpillar eats. Furthermore, children are given opportunity to taste the same fruits from the story, and they show confidence to try unfamiliar fruit. Overall, children make good progress in all areas of learning.

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

- The childminder has a clear vision of what she would like children to learn and achieve. She knows how to support children to reach their individual learning goals. The childminder uses observations and assessments effectively to identify what children already can do and what they need to learn next. This enables her to plan a wide range of exciting activities for children to extend their learning. The childminder skilfully adapts activities in line with individual children's next steps so that all the children are able to participate in the same activities.
- Children learn about the world around them through a range of outings and experiences. For example, the childminder takes children to local playgroups, the library or to meet with other childminders. This helps children to feel part of their local community, as well as providing opportunities for children to socialise with others of a similar age.
- The childminder is highly reflective and aware of her responsibility to keep her knowledge up to date. She regularly accesses training to improve her practice and provision. The childminder works well with other professionals, including those settings that children also attend. Overall, she supports children well in their learning and development.
- The childminder uses mathematical language skilfully throughout activities. For example, children enthusiastically count during a game of hide and seek. The childminder knows when to step in to support and gives them enough time to try their best. She also provides lots of opportunities for children to count

objects, one by one, and work out how many they have in total.

- Overall, the childminder's consistent interactions support children's learning well. She engages children in discussions and introduces new words. However, the childminder often asks questions that require children to answer only 'yes' or 'no'. This is not challenging enough to extend children's ability to think and solve problems.
- Partnerships with parents are strong. Parents talk highly of the childminder. They report that their children are extremely happy in her care, and they make good progress in their learning. They comment that 'the childminder looks after every child as if they were her own.' She shares information in various ways. For example, she uses an online app to share photos of children's days, as well as giving face-to-face feedback at the end of the session.
- Children eagerly follow routines and develop their independence skills through everyday tasks, such as putting on shoes and coats. Children are encouraged to keep trying by the childminder when they face minor difficulties, and they are praised for their efforts. However, at times, the childminder does not consistently promote children's independence. For example, she peels and cuts the fruit for children, who are more than capable of doing this themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding. She has good knowledge of the signs and symptoms of abuse. The childminder understands the procedure to follow to refer any child protection concerns, including if an allegation is made against her or a household member. The childminder attends regular safeguarding and child protection training. She has policies and procedures in place to keep children safe. The childminder makes sure her home is safe and secure by carrying out regular risk assessments. Children participate in regular fire drills and follow the fire evacuation plan. This ensures children's safety.

What does the setting need to do to improve?

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

- make better use of effective techniques to challenge and extend children's ability to think and solve problems
- provide even more ways for children to become independent.

Setting details

Unique reference number	EY230717
Local authority	Hillingdon
Inspection number	10263316
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2002. She lives in the London Borough of Hillingdon. The childminder operates from 7.30am to 5.30pm, Monday to Thursday, all year round.

Information about this inspection

Inspector

Yuko Utsumi

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of a planned activity with the childminder.

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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