

Childminder report

Inspection date: 1 November 2022

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 warmly welcomed into the childminder's home. They develop secure and nurturing relationships with the childminder and her family. This helps them to settle quickly and feel safe. Children explore the toys and resources with confidence and enthusiasm. They happily engage with the childminder during their play and seek reassuring cuddles when they feel tired.

The childminder has high expectations for all children and wants them to achieve as much as they can. Children display positive attitudes towards their learning. For instance, babies are eager to discover the different sounds they can create as they press the buttons on interactive toys. Children benefit from the childminder's kind and gentle interactions and the way that she clearly explains her expectations. Children understand the rules and boundaries within the childminder's home. They listen to the childminder and behave well.

Children have daily access to outdoor play. They enjoy vigorous exercise in the childminder's garden and on visits to local parks. This helps to support their physical health and well-being. Children are curious about the world around them. For instance, they observe the changing seasons and are interested in natural resources, such as leaves and conkers. Children love to visit the childminder's horse. They learn how to keep safe around animals and to treat them with kindness and respect.

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

- The childminder provides a balanced curriculum, helping to prepare children for the next stage of their developmental journey. She recognises what children need to learn next, to help them transition smoothly to school. Children make good progress from their individual starting points.
- The childminder gets to know the children well. She uses their interests and previous experiences as the starting points for their learning. This helps them to build on what they know and can do. For example, as babies become increasingly mobile, the childminder places their favourite toys around the room and on different levels. This encourages them to crawl and to pull themselves up to stand.
- Children demonstrate positive attitudes to their learning. They concentrate for long periods of time on activities they enjoy. Children are eager to explore new experiences. For instance, they focus intently as they discover how to create different sounds using musical instruments.
- The childminder speaks positively to children and comments on their play. This helps them to enjoy conversations and learn new words. The childminder describes how she regularly reads and sings with toddlers and older children.

However, she does not consistently offer the same experiences to babies, to further enhance their language and communication skills.

- Children learn about people and communities outside of their own experiences. For instance, they visit local toddler groups with the childminder. This enables them to socialise and broaden their friendships. The childminder uses books, outings and activities to enhance children's understanding of diversity and different cultures. She ensures that her curriculum encompasses a wide range of cultural events throughout the year.
- Children are physically active throughout the day. They have constant access to drinking water and learn to wash their hands at appropriate times. However, some other aspects of healthy lifestyles are less well supported by the childminder. She could do more to strengthen her understanding of healthy eating and oral hygiene for children and to share information on these topics with parents.
- The childminder ensures that all mandatory training is complete, to help her keep children safe. She seeks out additional training to strengthen her professional knowledge and enhance the outcomes for children. For instance, the childminder has completed a course about children's brain development. She describes how this has helped her to support children's behaviour and emotional development more effectively.
- Parents describe the childminder's service as a 'home from home', where children feel welcomed, safe and supported. They comment on the 'brilliant' communication they receive in support of their children's care and learning. This includes daily conversations about their children, as well as photographs and videos sent via an app.
- The childminder develops strong links with staff at schools and nurseries that children also attend. She ensures that there is a good exchange of information between herself, other settings and home, ensuring consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She recognises the signs of abuse and knows what to do if a child may be at risk of harm. The childminder keeps her safeguarding knowledge up to date. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation and domestic abuse. The childminder supervises children well. She assesses safety in her home and on outings, to remove or reduce any risks. The childminder knows the procedures to follow if there is an allegation made against her or a member of her household.

What does the setting need to do to improve?

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

- strengthen understanding of healthy eating and oral hygiene, and work more closely with parents to promote healthy lifestyles for children
- further enhance the support for babies' language development, such as by regularly singing songs and sharing books with them.

Setting details

Unique reference number	EY231044
Local authority	Hillingdon
Inspection number	10234655
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 2002. She lives in Hayes, in the London Borough of Hillingdon. The childminder works Monday to Friday, from 7.30am to 6pm, throughout most of the year. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 provider and has taken this into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view. This includes her paediatric first-aid certificate and the suitability checks for household members.
- The inspector took account of parents' written feedback. She also observed and spoke to children, to find out about their experiences 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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