

Childminder report

Inspection date: 7 May 2024

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 show confidence in the bright and stimulating environment. They learn new skills from taking part in the ambitious educational programme. For example, they learn about colours. They explore a range of colours in the colour-themed activity tray. They explore print, such as the word 'orange'. They then match this to the correct coloured items. Children develop their fine motor skills. They use tweezers to pick up different items. They also develop their gross motor skills. They enjoy navigating the large cars around the garden as they learn to negotiate space. Younger children are encouraged to climb up the steps themselves. This supports all children to make progress.

Children are friendly. They waved to say 'hello' to the inspector as she arrived. Children spend time laughing and smiling as they play together. They include others in their play. For example, older children often ask younger children to join in with different activities. Children behave well in the setting. The childminder encourages this by supporting them to share. For example, she explains to children that before taking a toy, they must ask each other if they can use it. This supports children to learn about sharing and turn taking. The childminder explains that the focus at the setting is to teach children kindness and respect for others. She reinforces this by focusing on the rules of the setting.

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

- The childminder understands how to keep children safe. She completes risk assessments and has plans in place to minimise potential risks. She spoke about fire safety and explained how children participate in regular fire drills. This ensures that all children are aware of safety protocols.
- The childminder spoke about recent training that she has completed focusing on mathematical development. She expressed how this has enabled her to improve her practice. The curriculum is strongly focused on supporting children to develop in this area. Children spend time learning different mathematical concepts, such as weight and size. They enjoy weighing rice in the garden and comparing volumes. The childminder uses language such as 'heavy' and 'light' to support children's understanding in this area.
- The childminder reviews her practice. She strives to support children to develop in all areas. She expressed how training focused on interactions would help her to extend learning opportunities for children further. This is appropriate, as although the childminder's overall interaction is good, on occasion she does not fully explore learning opportunities for children.
- Children explore dough, which they use to make their own bread. They talk about how the dough is 'sticky'. They add flour and explore how this changes the texture. Children also explore coloured rice and sand in the garden. They

use different words to describe the textures, such as 'soft'. Children use their sense of smell when exploring the different herbs that they use, which include chives. This gives children opportunities to learn about textures and explore their senses.

- The childminder supports children to develop their language and communication skills. She comments during their play and encourages children to repeat words. For example, when using the rolling pin, she explains that the dough is being 'flattened'. Children repeat this word back to her. However, when giving instructions, the childminder can rapidly repeat these to children several times. This does not give children enough time to process, understand and follow instructions.
- Children have plenty of opportunities to develop their independence skills. When going into the garden, they collect their own shoes and put these on themselves. Children are also encouraged to do up the zips on their jumpers. The childminder supports younger children by holding their hand as they go down the step. This develops children's independence skills and gives them opportunities to complete tasks for themselves.
- Parents have positive views about the childminder and speak about how she supports the children to make progress. They express how children are happy in the warm environment. Parents feel comforted that their children are keen to attend the setting.

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:

- consider further ways to develop interaction skills to an even higher level
- strengthen techniques used to ensure that children have enough time to process information when they are given an instruction.

Setting details

Unique reference number	EY248415
Local authority	Hillingdon
Inspection number	10335827
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	3
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Hayes, in the London Borough of Hillingdon. She operates for 48 weeks of the year from 7am to 5pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3. The childminder receives funding to offer early education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Long

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the setting 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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