

Childminder report

Inspection date: 2 August 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 provided with warmth and affection from the childminder, who is friendly and positive towards them. The environment is clean and well organised. Children are provided with a range of toys and resources that they can access themselves. They are eager to explore these, excitedly choosing what they want to play with. Children are well supported by the childminder, who shows genuine interest in what they are saying and doing.

Children are encouraged to be independent, such as dressing themselves and putting their own things away, which develops their confidence. They know the routines very well. They wash their hands for snack time and sit in their own chairs. They chat happily together and with the childminder, who supports them sensitively.

The childminder is caring and patient. She encourages children to be kind, share and take turns, such as when playing games together inside. The childminder extends children's developing maths skills by counting with them and showing them how to check the number of items they have to feed a hungry hippo.

Children play very well with each other. They are excited to play outside and explore interesting resources, such as sharing items from a treasure basket that the childminder has made. They are polite to each other and have strong attachments to the childminder, who supports their emotional well-being with cuddles and smiles.

The childminder actively encourages the older children to include those who are much younger. They all play happily together. For instance, they enjoy exploring a doctor's role-play kit and dressing up. Children are excited when the childminder joins in with their games and there is lots of laughter.

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

- The childminder knows the children very well. She talks about progress they have made, such as in their speech and social skills and knows what she is supporting them with next. She has very effective relationships with parents. This particularly helps children make progress in areas such as their independent toileting and self-care skills.
- The childminder encourages children's interests in the world around them. For instance, children are excited about seeing a kite in the sky that they had seen before on a walk. The childminder uses what the children are interested in to spark conversations and to challenge children's thinking.
- The childminder plans interesting opportunities and activities for the children.

They enjoy outings on a bus locally to buy new toys and trips to the park and woodland, where they practise their physical skills such as running and climbing. This helps broaden children's experiences and build their confidence.

- Children have very good relationships with each other, which the childminder promotes positively by role modelling and supporting them sensitively. She explains calmly and patiently when younger children want a favourite item and praises other children for sharing so well. This supports children's understanding of others.
- The childminder shares information regularly with parents. She lets them know what children have done through messages and photographs, so that parents can continue learning at home.
- The childminder has attended recent safeguarding training and meets with other local childminders regularly to share ideas and information. However, she has not focused her own professional development precisely enough, to help her further develop her own knowledge and skills and raise the quality of the provision even further.
- Children talk together as they play with each other. The childminder extends their conversations with questions and comments, which helps support their language and communication skills.
- The children enjoy books and songs. The childminder uses these effectively to support their developing skills across the curriculum. For example, she links a fish counting game to a nursery rhyme that the children know well.
- Parents describe how their children are very happy with the childminder. They value her caring and approachable nature and the support that they have received. They describe how their children have made progress and are developing key skills for the future. They praise her relationships with their children and say they could not do without her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe and secure and away from harm. She is confident to describe what she would do in certain scenarios to ensure children's safety and where she would go to access further support. The premises are safe and secure and she encourages children to keep themselves safe, such as by wearing sun hats outside.

What does the setting need to do to improve?

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

- build on professional development plans, to enhance knowledge and skills further and raise the quality of practice and teaching to the highest level.

Setting details

Unique reference number	EY252415
Local authority	Hillingdon
Inspection number	10219700
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	8
Date of previous inspection	24 August 2016

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Hillingdon with her husband. The childminder works all year round, from 7.30am to 6pm, Monday to Friday, excluding bank holidays and family holidays. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Salisbury

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 that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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