

# Childminder report

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Inspection date: 19 February 2020

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children benefit from robust procedures to help them to settle when they start attending. The childminder adapts these to suit the needs of individual families. Children settle quickly and are offered plenty of reassurance and comfort. Babies enjoy frequent quality interactions. Children develop bonds with the childminder. The childminder works closely with parents to support the children's changing care needs and development. She regularly reviews children's progress with parents. The key-person system is effective. The experienced childminder works closely with an established and knowledgeable co-childminder. Parents comment on what good role models they are, as they demonstrate polite behaviour and teach children about expected manners. Children learn to share with the support of the childminder. For example, they offer toys to their friends. Behaviour is good. The childminder has high expectations for all children and provides a range of suitably challenging learning opportunities to support their learning. Children are generally prepared well for school. They develop the skills they need for writing as they make marks and practise using their hand muscles to pick up small resources. The childminder encourages children to be independent from a young age, for example by tidying up when they have finished an activity. However, at times, she does not support young children as well as she could in taking their next steps in learning.

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

- The childminder plans a range of learning opportunities to build on children's skills. She has a good understanding of what children know and can do and plans for their future learning. Young children and babies have plenty of opportunity for sensory exploration and investigation in the learning environment. For example, babies explore different textures and know that certain toys make sounds when buttons are pushed. However, occasionally, the childminder misses opportunities to support younger children's next steps in play to consistently extend their learning even further.
- The childminder builds on children's understanding of the wider world. For instance, she takes them on outings to various places in the community, either by car or on foot. Children visit shopping centres, pet shops, local parks and woods, which helps to develop their confidence, social skills and awareness of the natural world. These visits also build on children's wider learning across all areas of the curriculum.
- The childminder promotes children's health and well-being effectively. Children have regular access to fresh air and are physically active. They learn about the effects of exercise on their bodies. The childminder encourages children to eat a variety of healthy and nutritious foods, through the home-cooked meals she provides and by encouraging them to try new foods. However, on occasions, she misses opportunities to help children gain a deeper understanding of their own

personal safety, including the importance of following hygiene practices.

- Children are keen to look at books and share stories with the childminder. She supports the children to develop their language skills through talking about the stories and pictures and singing nursery rhymes. The childminder talks to children as they play, uses opportunities to introduce new words and asks questions to help children develop their speech.
- Children have good opportunities to develop their mathematical skills. The childminder creates activities to help children learn to count and to recognise shapes and numbers. Children learn how to develop their problem-solving skills and small-muscle skills.
- The childminder keeps parents informed about their children's achievements and progress. She holds daily discussions and regularly shares her observations with parents. This helps parents to be fully involved in their children's learning. The childminder seeks the views of parents and children and works with them to identify areas to improve. She ensures that statutory training is completed. However, the childminder is insufficiently precise in identifying professional development that would help to raise her good teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with mandatory training. She maintains her first-aid qualification, which helps to further safeguard children in the event of any accidents or injuries. The childminder and her co-childminder understand their responsibilities to keep children safe, including in relation to wider safeguarding concerns. They know the processes to follow and the professionals to inform if they have any concerns about a child's welfare. The childminder completes daily checks to reduce hazards and to provide a safe environment for children to play in.

## What does the setting need to do to improve?

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

- focus more sharply on younger children's next steps in learning, to help them to make the best possible progress
- increase daily opportunities for children to strengthen their understanding of personal safety and the importance of following hygiene practices
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY253306                                                                          |
| <b>Local authority</b>             | Hillingdon                                                                        |
| <b>Inspection number</b>           | 10138010                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 3                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Date of previous inspection</b> | 4 March 2016                                                                      |

## Information about this early years setting

The childminder registered in 2003. She works from her co-childminder's house in Cowley, in the London Borough of Hillingdon. The childminder operates Monday to Friday from 7.30am to 6pm, all year round.

## Information about this inspection

### Inspector

Rizwana Nagoor

### Inspection activities

- The childminder and the inspector conducted a learning walk and discussed how the curriculum is planned.
- The childminder and the inspector observed and evaluated a planned activity and discussed the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector viewed some documentation, including children's records, suitability checks and qualifications.

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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