

Childminder report

Inspection date:

26 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children develop a warm relationship with the childminder and her assistants. They snuggle in for a cuddle, showing a sense of security. Children benefit from the high expectations the childminder and assistants have for their development. They develop independence. Children learn to use cutlery and feed themselves. For example, the childminder encourages the children to use a spoon and hold the yoghurt pot with the other hand so it does not fall on floor. While children construct models using bricks, adults describe what they are doing. They ask questions and provide mathematical language alongside their play. For example, they introduce the language of position, 'Can you reach the white brick? It is behind the red one.' Children respond to gentle prompts adults give alongside their play, such as, 'Turn the train around'. They work out that by turning the train, the magnets do not repel but connect to attach a trailer.

Children enjoy choosing books and talking about the pictures with their friends. They listen attentively to stories read by adults. Children develop positive attitudes and enjoy learning about their friends' celebrations at home, such as Diwali and St Patrick's Day. Children are developing warm friendships. For example, they are excited when older children return from nursery, greeting them with a smile and 'hello'. They learn to cooperate with each other while they play and are beginning to understand the rules for sharing.

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

- The childminder has clear intentions for children's learning. She knows them well and her curriculum thinking has a strong focus on building on what children know alongside their play. The childminder takes children out in the community. They visit the library and parks, and socialise more widely with children at playgroups.
- The childminder and her assistants know the children well. They work closely with parents and assess children's ongoing development. The childminder uses this information to inform teaching and to build on what children know and can do. Children make good progress learning skills to support their future success.
- Children are extremely happy and settled. They engage and concentrate in their activities. The youngest children are naturally quiet and shy when the inspector arrives. They all gravitate towards the comfort of the childminder or her assistants for reassurance. They grow bolder and confident to explore from the safety of those that care for them. Children have built strong attachments and feel emotionally secure.
- Imaginative play is a strong part of the curriculum. The childminder and assistants interact with children alongside their play. Adults give them plenty of time to become deeply involved. They support children to develop the play,

prompt conversations with questions and introduce new vocabulary. For example, they ask children if the doll needs a mattress in the cot to make them more comfortable.

- The childminder makes the children healthy meals, which they enjoy. They comment on broccoli as their favourite healthy vegetable. The childminder and assistants help children recognise when they need a nappy change or to use the toilet. They teach children about personal hygiene from an early age. They understand to wash their hands after a nappy change or using the toilet and dispose of paper towels in the bin.
- Parents provide positive feedback. They say their children settle quickly following visits to the childminder's and her visits to their home. Parents appreciate the information about their children's development and that shared with their teachers and key person by the childminder. They comment how this has supported children's move to nursery. Parents describe the rapid changes in their children's development, such as gaining social awareness, sharing and taking turns with their friends.
- The childminder supports her assistants well. They value the help the childminder provides to gain professional qualifications. They meet with the childminder, who sets them targets to enhance their practice. Sometimes, the assistants do not fully implement the intended learning during activities to challenge children's thinking and extend their learning.
- Overall, the childminder provides an inviting environment for children with a good selection of resources to support and extend their play. However, children do not have easy access to materials or tools to use freely in their play, such as paper or crayons.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are fully alert to issues which may indicate that a child might be at risk of harm. They know who to contact if they have concerns about any aspect of a child's welfare. The childminder and assistants make ongoing risk assessments and remove any hazards to keep children safe. They teach children how to avoid injury. For example, they remind children to pick up toys so they do not trip over them. The childminder teaches older children to understand their body belongs to them, and if they are worried or upset, they should tell somebody.

What does the setting need to do to improve?

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

- further support assistants to enhance teaching to provide challenge and extend children's learning

- review the accessibility of resources to give children the freedom to make marks and write alongside their play.

Setting details

Unique reference number	EY261505
Local authority	Hillingdon
Inspection number	10234721
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 4
Total number of places	9
Number of children on roll	9
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 2003. She lives in Ruislip Manor in the London Borough of Hillingdon. The childminder works Monday to Friday, from 7am to 6.30pm, all year round. The childminder holds a childcare qualification at level 3. She works with two assistants. The childminder receives funding to provide free early years education for children aged three, and is eligible for funding for two- and four-year-olds.

Information about this inspection

Inspector

Ruth George

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable. She talked to the inspector about her curriculum and what she wants children to learn.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of an activity with the childminder.
- The assistants spoke to the inspector during the inspection.
- The inspector read parents' written feedback and took account of their views.
- The childminder showed the inspector documentation to demonstrate the suitability of her assistants and household members.

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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