

# Childminder report

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Inspection date: 11 January 2023

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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> |
|-------------------------|-------------|

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

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

### The provision is good

Children arrive happily at the setting and play well together. They share ideas and resources to decorate a kite. The childminder verbally encourages children, only offering physical help when children struggle to take the lids off their chosen colour of felt-tip pen. Children enthusiastically discuss how their kites are going to be used for a community activity later in the week. The childminder shows genuine warmth and affection to each child, who in turn demonstrate the same care and kindness to each other.

Children who speak English as an additional language are supported well by the childminder. She speaks to children in their home language. For instance, the childminder asks children if they would like more fruit in Hindi, and they reply, 'Yes, more apple' in English. Children are very comfortable and feel safe in the setting. They move around confidently to select what they need for their play. Children take part in daily group activities, which include circle times, singing sessions and story time. Children enjoy choosing props from a bag to identify their favourite songs and rhymes.

Parents have a morning handover with the childminder to share information which may impact on their children's day. The childminder uses this knowledge to devise individual care plans to meet children's care needs, such as an earlier sleep time if children have not slept well. Children settle quickly into the setting.

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

- The teaching of language and literacy is good. The childminder uses home-made story sacks which help children to confidently recall familiar stories. Older children sequence the events of the story of 'The Three Little Pigs'. They use resources to build houses of paper, straw and wood. The childminder engages children in conversations to help to develop their speech and extend their vocabularies.
- Children go to the local park to run and play. They participate in planned activities and events. The childminder uses opportunities in the local community to extend children's experiences and learning. For instance, after reading a story, the childminder made plans with children to go to a local school to observe the zebra crossing and the road safety sign. This helps children to learn how to cross a road safely.
- The childminder is very experienced. She has a good knowledge of how children learn and develop. The childminder plans activities that take children's likes and interests into account. This helps children to make good progress across all areas of the curriculum. However, during activities, the childminder does not consistently support younger children's exploration and sensory development.

- Children are supported to develop their awareness and independence during daily routines. For example, children wash their hands and collect plates, cups and cutlery in preparation for their snacks and meals. During snack time, children serve themselves from bowls of fruit. Children encourage each other to try new foods. For example, children describe an apple as 'spicy' and laughingly inspire other children to taste for themselves.
- Children's behaviour is good. During a colour-sorting activity, children wait to take turns and share resources with minimal support from the childminder. Children gently remind each other when it is their turn to ensure that they play fairly.
- Children are sensitive and caring. For example, they help each other to select and put on role-play costumes. Children negotiate between themselves to choose a suitable outfit for younger children. They make the decision by knowing children's favourite colours, before asking if they would like to put the clothes on.
- The childminder is also very sensitive to the needs of each child. She works with parents to prepare children for their next stage in development and learning, using books and conversations to get children ready for the arrival of a new baby or the move onto school.
- Parents are happy with the service the childminder provides. Parents feel they are well informed with daily updates about their children's care and what they have been doing. Parents say children enjoy their time with the childminder and they are confident their children are well looked after.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her local safeguarding procedures. She knows what she needs to do if she is concerned about a child's welfare. The childminder understands the need for suitability and reference checks when employing new assistants. She knows she must inform Ofsted of any new adults who will be working with her. The childminder supervises children. Children access a secure and safe self-contained space, which has a front door, playroom, bathroom and sleeping area for their sole use.

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

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

- make better use of opportunities to support younger children's exploration and sensory development during activities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY283194                                                                          |
| <b>Local authority</b>                             | Hillingdon                                                                        |
| <b>Inspection number</b>                           | 10234803                                                                          |
| <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 at time of inspection</b> | 1 to 5                                                                            |
| <b>Total number of places</b>                      | 8                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 30 March 2017                                                                     |

## Information about this early years setting

The childminder registered in 2008. She lives in Pinner, in the London Borough of Hillingdon. The childminder cares for children throughout most of the year, from 7.30am to 6pm, Monday to Friday. She is currently working on her own; however, she is registered to work with a co-childminder and an assistant.

## Information about this inspection

### Inspector

Bernie Dunne

### 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 childminder.
- The inspector observed the interactions between the childminder and children.
- Children approached and spoke to the inspector about their childminder.
- Written feedback from parents was read by the inspector.
- The inspector viewed relevant documents.
- The inspector viewed the provision and discussed the safety and suitability of the premises 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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