

Childminder report

Inspection date:

5 December 2023

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

The childminder builds strong bonds with children. This helps children arrive happily to the childminding setting and feel secure. The childminder knows what skills she wants children to acquire and generally plans her curriculum, routines and activities accordingly, to meet children's care and developmental needs.

The childminder uses well-timed and sensitive interactions with children as she guides their play-based learning. She uses short periods of direct instruction to introduce new knowledge. For example, children learn about where milk comes from and confidently, when asked, say cows produce milk from their 'udder'. Children learn to practise their emerging self-care and self-help skills. This contributes to children developing positive attitudes to learning through high levels of curiosity, concentration and enjoyment.

The childminder supports children to practise their listening skills. She engages with them in two-way flows of conversation. This helps build their communication skills. When children struggle with regulating their behaviour, the childminder takes appropriate action to support them and provides lots of opportunities to practise how to share and take turns. This helps children develop and understand a sense of right and wrong and is crucial to their next stage in learning.

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

- In the main, the curriculum is well designed. The childminder carefully considers what children should learn and in which order. The key knowledge children are taught is clearly set out in most areas of learning.
- The childminder provides opportunities for children to attend playgroups and drop-in sessions for them to interact with different children and adults. This helps children to build their social skills and learn about the wider community around them.
- The childminder is a good role model. She supports children's personal, social and emotional development, together with their communication and language skills, well. She builds positive relationships and interactions with the children. This helps children learn to practise how to negotiate and collaborate in their interactions with one another.
- The childminder uses props which children enjoy using as they listen to stories. This supports children to develop a love of books. The childminder and children join in familiar energetic action nursery rhymes. Children join in enthusiastically, as they sing the 'hokey cokey'. This contributes to children's language skills, as well as physical development, to keep them active and healthy.
- The childminder adapts a supportive and nurturing manner that helps children learn to manage their emerging personal care needs. Children feel confident to

tell the childminder when they want to use the toilet. Children transition from nappies to using the toilet independently, which is important progress in their learning journey.

- The childminder ensures parents understand the importance of providing healthy packed lunches for their children. Children learn about the importance of keeping hydrated, as they help themselves to their individual beakers. They practise good habits to embed hand hygiene as part of their daily routines. This contributes to their and others' health and well-being.
- Occasionally, the childminder does not successfully manage the transition of routines, such as at lunchtime. This leaves children waiting around while the childminder heats their meals up. This results in children not engaging and others wandering around with little to do. However, once their meal is served, children practise their self-help skills using cutlery to feed themselves. This contributes to children developing their independence and helps them prepare for the next stage in learning.
- Parents report that they are very happy with the information they receive about their children's care and learning. They speak highly of the childminder and say their children look forward to going to the childminding provision.
- The childminder attends childminder groups and has established links with the local early years team. In addition, the childminder attends training to keep up to date with current practices and knowledge. This contributes to her practice and improves children's care and learning outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that the environment children access to play and explore from is free from any potential hazards. She understands her safeguarding responsibilities well. The childminder teaches children how to keep safe and supervises them well to make sure that they are safe. The childminder knows how to identify, manage and report any welfare concerns about children or the conduct of any adults on the childminding premises. This supports children's welfare and well-being.

What does the setting need to do to improve?

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

- strengthen the curriculum planning further, focusing on transition times before lunchtime, to help children make the best possible progress.

Setting details

Unique reference number	EY292098
Local authority	Hillingdon
Inspection number	10276619
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 July 2017

Information about this early years setting

The childminder registered in 2004. She lives in Ruislip, in the London Borough of Hillingdon. The childminder offers care all day from Monday to Friday, all year round. The childminder can receive funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Seema Parmar

Inspection activities

- This was the first routine inspection the provider 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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on the prime area of learning.
- The inspector spoke to children to find out about their time at the setting.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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