

Childminder report

Inspection date: 9 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant work well together. Children enjoy a broad curriculum. They engage in a range of activities in the childminder's home. The childminder knows what children enjoy and what their interests are and ensures she makes these available when children arrive. Children show increasing concentration as they explore and play with toys that interest them. They independently choose resources they wish to play with, which contributes to their engagement in learning. For example, children enjoy talking about the London Underground and Eiffel Tower as they play imaginatively, building towers. They plant seeds in the garden and frequently giggle to demonstrate their enjoyment as they get water on themselves instead. Children show motivation and enthusiasm to try new things. This positive attitude contributes to children's good progress. Children are happy and safe. The childminder and her assistant both speak in a calm and caring manner, which encourages children to listen and respond positively. They acknowledge children's efforts with praise, to help children feel valued and build on their self-esteem. Children behave well. The childminder has adapted how she communicates effectively with parents during the COVID-19 (coronavirus) pandemic, for example, the childminder has adopted online secure messages about children's learning, helping parents and the childminder work together to help children's progress.

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

- Children develop good mathematical skills. For example, children learn about shapes as they explore dice and build towers. The childminder and her assistant provide a range of opportunities for children to investigate. For example, children concentrate as they plant seeds and dig the soil and decide how much water to pour on. They confidently repeat what they have learned, such as how mint and coriander in the garden are the same colour but have different smells.
- The childminder promotes children's safety well. She organises the environment to allow children plenty of space to enjoy their play and learning. The childminder completes regular risk assessments and ensures that her home is welcoming for children. This helps children to explore safely.
- Children have many opportunities to develop their larger physical skills. For example, they have easy access to the garden and are taken to parks. This ensures that children have ample space to move around and to develop and practise new skills as they learn to climb and move their bodies. The childminder encourages them to learn healthy habits, such as washing their hands before eating. She also encourages healthy eating, such as having fresh fruit and vegetables daily. Children gain independence as they make choices in their play. The childminder helps children to acquire key skills, in preparation for the next stage in their learning.

- The childminder develops an accurate picture of children's development and skills. She observes children and encourages parents to share their knowledge about what children do at home. She knows children well and plans activities with appropriate challenge to help to promote their development. However, during some planned activities, the childminder's organisation and teaching do not fully support children's smaller physical skills. This means that this area of learning is not implemented as well as other aspects of the curriculum provided by the childminder.
- The childminder has a firm knowledge of early years and she values opportunities to continually build on her skills. She attends training events and completes much of her own research. The childminder recently attended training on outside play. This helped her understanding of the impact of having good experiences for learning outside. She has adapted her outdoor area to help children access quality learning experiences in her garden.
- The childminder monitors her assistant's practice. She provides opportunities for her assistant to access training to enhance her skills further. The childminder uses self-evaluation to help reflect on different areas of practice. However, this only covers some areas and does not fully help the childminder think about the impact of her activities on children's learning, particularly smaller physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder and her assistant have a secure knowledge of the procedures to follow in the event of child protection concerns. The childminder has a clear understanding of how to make a referral should she have a concern about a child's welfare. The childminder and her assistant keep their knowledge up to date by accessing regular training, including safeguarding and first aid. They supervise children well during the day. Children are kept safe at the setting, the childminder and her assistant are vigilant and supervise children well at all times.

What does the setting need to do to improve?

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

- sharpen the implementation of the quality of education to provide even more opportunities for children to practise their finer physical skills
- focus self- evaluation more precisely to help identify the impact of teaching and practice and ways to further improve.

Setting details

Unique reference number	EY294754
Local authority	Hillingdon
Inspection number	10139537
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	3 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2004 and lives in Hayes, in the London Borough of Hillingdon. She operates all day, Monday to Friday, throughout the year. The childminder receives funding to provide free early years education to children aged three and four years. She works with assistants.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The childminder discussed with the inspector how she organises the curriculum for children in her care.
- The inspector observed children at play and discussed their development with the childminder.
- The childminder and the inspector completed a joint observation together.
- Children, the childminder and the assistant spoke to the inspector at appropriate times during the inspection.
- The inspector checked evidence of the childminder's 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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