

Childminder report

Inspection date: 26 July 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 uses her experience of caring for families and her professional knowledge to establish what works well and where to consider changes when needed. She shares positive experiences of the best way to support children when they start in her care. For example, parents spend time with the childminder alongside their child to start with and then they drop off at the door each day. This means that parents trust the childminder quickly and children are happy in their new routine. The childminder works with families to support children's language development in English and their home languages. She learns words in home languages and uses them to support children's routines. All children hear and use words from different languages.

The childminder knows each child well. She carries out accurate assessments of children's development as soon as they join her care. Children continually engage in activities. The childminder engages well with children and extends their learning with open questions. Children feel safe and secure to move between different resources and play on their own. The childminder is confident of how she would support children with special educational needs and/or disabilities if she was to identify any delays in their development. The childminder gives children lots of praise and encouragement. This helps to develop their confidence and self-esteem. Children take turns and share resources during play. They are polite and use good manners.

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

- The childminder knows what skills and knowledge she wants children to have before they go to school. She knows children's developmental stages well and keeps their future achievements in mind. She sequences learning from the youngest child to build on what they already know. For example, the childminder uses songs to begin children's awareness of numbers, before encouraging them to count objects and then recognise numbers. The childminder sings number songs, such as 'Five Little Ducks', to help children to be able to count confidently. As a result, children independently count during their play.
- The childminder spends time listening and talking to children. She comments on what children are doing throughout the day. The childminder speaks clearly and provides good eye contact when speaking to them. She takes her time to explain the importance of what they are doing, for instance saying, 'This makes your hands strong,' when children are practising with scissors. This develops children's understanding and listening.
- The childminder keeps children safe as she reminds them of the boundaries and the rules. She praises good behaviour to reinforce children's learning. However, she does not consistently help children to learn the consequences of their

behaviour or how their peers may feel as a result.

- The childminder considers children's needs, wants and wishes continuously throughout the day. She changes her practice when needed to ensure that children know their voice is heard. However, at times, children become distracted from mealtimes when other children are still engaged in play, which means their needs are not fully met in a timely way.
- The childminder helps children to learn to develop healthy lifestyle habits through their routine. Children practise washing their hands before mealtimes and develop strong independence skills. For example, they wipe their nose and feed themselves. The childminder talks to parents about oral hygiene and taking their children to the dentist regularly.
- Parents comment they are happy with the communication they receive and the progress their children are making. The childminder observes and assesses children's level of development and knows what children need to learn next. She shares children's next steps in learning with parents, which helps to support children's learning at home. The childminder completes the required progress checks for children aged between two to three years and provides a summary for parents. Children make good progress in all areas of their learning and development.
- The childminder is reflective about her setting. She knows what she does well and what could be improved. The childminder seeks advice and support from other agencies when required. She has created strong links with other childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and the procedures to follow should she become concerned about a child's welfare. She has attended safeguarding training to keep her knowledge up to date, particularly around female genital mutilation. The childminder has maintained her first-aid training to help her to deal with any emergencies involving children. The environment is secure, clean and safe. The childminder teaches children how to keep safe and be aware of risks. She is aware of what needs to be notified to Ofsted.

What does the setting need to do to improve?

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

- develop practice to help children to understand how their behaviour affects others
- consider how routines can be managed to support all children's needs fully.

Setting details

Unique reference number	EY309167
Local authority	Hillingdon
Inspection number	10288809
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 2
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 2009. She lives in Harefield, Middlesex. The childminder receives funding to provide early education for children aged two and three years. She operates all year round, from 8am to 5pm, Monday to Friday.

Information about this inspection

Inspector

Tina Twynham

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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