

Childminder report

Inspection date: 12 July 2023

Overall effectiveness	Good
------------------------------	-------------

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 are happy and comfortable within the setting. They confidently ask questions and talk about their own experiences. During play children laugh with the childminder. The childminder supports children to develop their imagination skills. For example, they work together to build a fire engine to put out the pretend fire. Children extend on this by saying, 'We need a hose for the fire engine'. The childminder supports children to achieve this.

Children behave exceptionally well. They focus on activities for extended periods of time. The childminder supports children to remain focused by communicating throughout and engaging with children. She suggests new ideas as play develops. For example, children spend time measuring and mixing ingredients to make their own play dough. They then make play-dough pizzas, and extend upon this by cooking their pizza on the pretend barbeque and talking about how pizza smells as it cooks.

Children feel safe within the setting. The childminder completes risk assessments to ensure that areas used by children are safe. She spends time getting to know children to ensure that they feel comfortable within the setting. She provides children with a range of activities and resources to support them with their development. The childminder ensures that the curriculum provides sufficient challenge for the children.

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

- The childminder knows children well, she is aware of their starting points and can identify children's next steps for learning. She has plans in place and will work with each child to ensure that they develop to their full potential.
- The childminder extends children's language and communication skills well. She models manners to children, by using 'please' and 'thank you' at appropriate times. The childminder and children communicate to each other throughout play and talk about different concepts, such as positioning. For example, when making a train the childminder talks to children about the train coming off the tracks. She introduces new words to children, such as 'ingredients' when making play dough.
- Children have opportunities to develop their mathematical skills. The childminder challenges children by asking questions, such as 'How many wheels do we need?' Children then count out the correct quantities. The childminder uses mathematical language such as 'more' during play. She supports children to understand more complex mathematical skills, such as addition. She talks to children about colours, and children identify their favourite colours.
- The childminder supports children to develop an interest in story time. She

encourages children to look at the pictures in the book and create their own stories. Children are confident when doing this and spend long periods of time telling their own stories and describing what they see in the pictures. For example, children talk to the childminder about the dragon breathing fire. The childminder asks questions to extend their thinking. Children behave well, the childminder encourages children to take turns by saying 'Your turn, my turn', as they each make up a different part of their own story.

- Children have some opportunities to develop their independent skills. For example, they choose what they would like to play with throughout their time at the setting. However, children are not always encouraged to complete tasks for themselves, such as helping to prepare snacks or rolling their own play dough. This means that children do not always learn how to achieve things independently.
- The childminder reviews her practice. She is able to identify areas of strength, as well as ideas that she would like to improve upon. The childminder has identified the outdoor environment as an area for improvement. Although children have opportunities to visit local areas, these are currently limited.
- The childminder is an excellent playmate for children. She spends time with children talking about feelings. The childminder and children make different faces together and identify the feeling to match these faces. This helps children to be able to identify their own feelings and emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes risk assessments to ensure that the premises are safe and suitable for children. She is aware of her role and responsibilities with regards to safeguarding and child protection. She is aware of the signs and symptoms that may indicate that a child is at risk of harm, and knows the procedure to follow should she have concerns. The childminder holds a valid paediatric first-aid qualification.

What does the setting need to do to improve?

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

- ensure children have opportunities to consistently develop their independent skills
- expand on the opportunities available for children to explore the outdoor environment.

Setting details

Unique reference number	EY310261
Local authority	Hillingdon
Inspection number	10301222
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 January 2018

Information about this early years setting

The childminder registered in 2005. She operates Monday to Friday, from 7am to 6pm, all year round, except bank holidays and family holidays. She accepts funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Long

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023