

Childminder report

Inspection date: 7 March 2022

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

Children arrive happy and enjoy the time they spend with the childminder. They say goodbye to their parents at the door and enjoy the warm welcome and cuddles from the childminder. This helps to develop children's emotional attachments. Children settle quickly and make choices in their learning. The childminder provides a good range of easily accessible resources and play materials. Children confidently select resources and engage in their play. For example, they show their increasing imaginations as they pretend to make cups of tea, change nappies and care for their 'babies'.

Children's behaviour is good. The childminder uses a positive approach to managing children's behaviour. She uses lots of praise and encouragement for their achievements. Children demonstrate their independence as they put on their coats and shoes, wash their hands and wipe their own noses. Children increase their learning as they name colours of the fruits during role play and sing as they climb down the stairs.

The childminder focuses her curriculum on children's personal and social development. For example, she plans activities outside the home with other local childminders, to give children new social experiences. She recognises that children may not have experienced as many of these during the COVID-19 pandemic.

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

- The childminder works very hard to maintain quality and develop her own practice. She takes time to seek out new training. The childminder attends local networking groups and responds quickly to changes and updates in the sector. She is motivated to read, review and reflect on these changes to improve the service she provides.
- Partnerships with parents are strong. Many children and families have remained with the childminder for many years. The childminder knows families very well. She keeps parents well informed of children's progress and offers ideas for learning in the home. Parents written comments are all highly complimentary about the childminder. They say that their children are thriving since attending the setting.
- The childminder knows how to support children in their speech and language development. She listens carefully as young children try out new words and repeats phrases to help them begin to put words together.
- Children benefit from the strong links the childminder forms with other providers and local schools. For example, staff share information about planning and activities, which the childminder extends. This supports continuity in children's learning and they move on to their future education with confidence.

- The childminder skilfully weaves early mathematical concepts into everyday activities. Children learn to group items together and use positional language during play. They learn to count and recognise numbers on the laminated cards. The childminder supports them to organise the numbers in the correct order.
- Children develop healthy lifestyles in the childminder's care. They benefit from daily walks to school and regular visits to local parks where they enjoy fresh air and exercise. The childminder involves children in growing produce, which supports their understanding of where food comes from.
- The childminder assesses children's development well, using this information to plan what they need to learn next. She confidently uses daily play and routines to support children in continuing to develop their knowledge and skills. The childminder monitors children's progress carefully. She quickly notes any weaker areas and offers support to ensure that no child falls behind in their learning.
- Children show an enjoyment of books. They make themselves comfortable for a group story and listen intently. The childminder reads with emphasis and enthusiasm, adapting her approach to help maintain children's interest. For example, younger children explore the textures on each page and the childminder encourages the older ones to use simple words to describe these textures.
- Children listen to the childminder and learn good manners, such as saying 'please' and 'thank you'. The childminder has clear boundaries in place to manage children's behaviour. However, she does not always explain why these rules are in place, to help children understand and begin to moderate their actions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she attends regular safeguarding training to keep her knowledge current. She has a secure understanding of how to keep children safe from harm. The childminder knows the process she must follow if an allegation is made against her. She knows the potential indicators of child abuse and who to inform if she has concerns about a child's safety or welfare. The childminder also demonstrates knowledge and awareness of wider safeguarding issues, including county lines and female genital mutilation. She identifies and minimises any potential risks to children's safety through daily checks.

What does the setting need to do to improve?

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

- extend ways to help children to develop a greater understanding of rules as they play and learn together.

Setting details

Unique reference number	EY312251
Local authority	Hillingdon
Inspection number	10073562
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 July 2016

Information about this early years setting

The childminder registered in 2005. She lives in Ruislip, in the London Borough of Hillingdon. The childminder operates Monday to Thursday from 8am to 5pm, all year round, except on bank holidays.

Information about this inspection

Inspector

Rizwana Nagoor

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 childminder and the inspector completed a learning walk together. The childminder explained what knowledge and skills she plans for children to learn and how she supports them. She also discussed her plans for the future.
- The inspector observed the quality of teaching during activities indoors and discussed with the childminder the impact this has on children's learning and development.
- The inspector checked the provider's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of suitability.
- The inspector considered the views of parents expressed through written testimonials and also interacted with children at various times throughout the inspection.

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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