

Childminder report

Inspection date: 6 May 2022

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 demonstrate that they feel safe with the childminder. They approach her for cuddles, which she warmly offers. Children are self-motivated to play and explore. They know where their favourite toys are and very happily focus on self-chosen activities. Children build towers, clapping their hands with delight and showing clear pride in their achievements. They relish the praise the childminder offers them. She supports their self-confidence effectively. Children keep on trying as they practise their skills. For example, they persist in trying to fit puzzle pieces into the puzzle board. The childminder offers them sensitive support to help them achieve. She supports their self-esteem well, offering them encouragement.

Children develop good hygiene habits, such as washing their hands before eating. Children are being introduced to the importance of brushing their teeth through games and conversations. The childminder is a positive role model. She has high expectations. Children behave well. They are kind and friendly towards each other. Children learn to take turns with support from the childminder. Children listen attentively to what the childminder says. For instance, they help to tidy away the toys that they have played with when asked. They are making good progress in their learning.

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

- The childminder monitors children's progress to identify any gaps in their learning. When children need extra help, she is very proactive in seeking the support they need. She works closely with other professionals so that all children can make the progress they are capable of.
- The childminder skilfully weaves early mathematical concepts into everyday activities. Children learn to count and group items. The childminder supports them to organise the numbers in the correct order.
- The childminder has lively conversations with the children and role models language well. She extends children's short phrases into sentences. She introduces new words, such as 'caterpillar', to help increase their vocabulary.
- Children develop a strong love of books. They choose favourite stories for the childminder to read. She reads clearly and with great expression. This helps to ensure children remain focused and interested. Children remember familiar characters and phrases from favourite stories and enjoy talking about what they can see in the pictures that accompany the written words.
- The childminder provides children with lots of opportunities to explore outside of her home and to mix with other children of similar ages. She works closely with other local childminders. Children benefit from plenty of fresh air and exercise. They enjoy outings to farms, parks and other places, based on their interests.
- Throughout the COVID-19 pandemic restrictions, the childminder communicated

very well with children's parents. She kept in contact through regular telephone calls to maintain relationships with children and their families, and to check on their welfare.

- The childminder develops good relationships with parents. She regularly shares updates about children's learning and development with them. Parents say that they are very happy with the care that their children receive. They comment that the childminder takes a keen interest in their children's development and provides them with a wide range of experiences to promote their learning. Parents say that their children really enjoy their time with the childminder.
- The care and learning needs of older children attending primary schools are met well. Children enjoy spending time with their friends, sharing mealtimes and doing craft activities together.
- The childminder provides a range of toys and resources that engage children in their play. She plays with children and follows their interest well, encouraging them to explore happily. However, some planned activities are sometimes too advanced for younger children. As a result, they lose interest in these activities and refrain from engaging in purposeful play.
- The childminder ensures that she completes statutory training. She reflects on her practice and meets with other childminders to share good ideas to improve children's learning. However, the childminder is not sufficiently precise in identifying professional development that will help to improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of her role and responsibilities. She understands how to protect children and regularly updates her knowledge and skills in regard to all aspects of safeguarding matters. For example, she understands how to identify possible radicalisation. She knows what to do if an allegation is made against her and the procedures to follow if she has to report a concern. The childminder has been proactive in the ways she has maintained safety during the COVID-19 pandemic. She implements robust policies, procedures and risk assessments to promote the health, safety and well-being of children.

What does the setting need to do to improve?

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

- plan simpler activities for younger children, according to their interests, to consistently engage them in their learning and to help them make even better progress
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	EY318848
Local authority	Hillingdon
Inspection number	10073613
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 2006. She lives in Ruislip, Middlesex, in the London Borough of Hillingdon. The childminder provides care for children Monday to Friday from 6.30am until 6pm, all year round, apart from family holiday and bank holidays.

Information about this inspection

Inspector

Rizwana Nagoor

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 inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as evidence of the suitability of individuals living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

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 2022