

Childminder report

Inspection date: 20 March 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

Children arrive happy to the setting. They express how safe and secure they feel through the physical comfort they seek from the childminder. The childminder ensures children have a good understanding of her expectations of behaviour from a young age. She is consistent in her approach and therefore children behave well. For example, children treat toys and resources with respect and know to tidy toys away as they finish playing with them. Children are confident around visitors and enjoy interacting with them. For example, they climb on the sofa to show visitors what they are playing with.

Children welcome the childminder into their play. They show delight as she introduces new characters into the play castle. Children listen well as she explains who each character is. The childminder allows children to make independent choices about their learning and follows their interests to create planned activities. Children enjoy the freedom of choice, allowing them to spend long periods of time at activities of their choosing.

Children learn to manage their self-care needs independently. They learn skills such as using the toilet and putting on their own coats and shoes from a young age. Children develop their self-esteem as they smile to acknowledge the childminders praise.

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

- The childminder has high expectations for children's independence. She is aware of the need for children to be ready for the next stage of their learning. The childminder encourages children to feed themselves from a young age, moving on to spoons and then knives and forks. Children demonstrate how proud they are of being able to do this.
- The childminder regularly tracks children's development. She asks parents to share their children's interests and skills they have learned from home so she can use this information in her planning. The childminder recognises the gaps in children's learning and creates activities based on this. However, she does not consistently give parents detailed information about their child's learning and development, to help them understand how to further support them at home.
- Children's communication and language skills progress well. The childminder talks about the activities on offer each day to expose them to a wide range of language. She works closely with parents and professionals to support children who are delayed in their speech. The childminder ensures that this is a focus for their next steps in learning.
- Children develop a love of books from a young age. They can freely access them in the main playroom. Children enjoy reading and looking at picture books

independently, as well as sharing longer stories as they sit with the childminder.

- Children with special educational needs and/or disabilities thrive with the knowledgeable childminder. Through completing regular training, the childminder ensures she has the skills and knowledge to support children with additional needs. She works closely with parents and professionals to provide appropriate support. She also assists parents with their children's transition to nursery or school.
- Children have opportunities to explore the world around them. For example, they enjoy visits in the local community. The childminder provides books and plans some opportunities for children to learn about different celebrations. However, she does not always support children to learn about their similarities and differences to further increase their knowledge of the wider world.
- The childminder shares information with other settings that children attend. She communicates regularly with them. This ensures consistency for children in their learning and development.
- Parents express how happy their children are in the childminders care. They are very pleased with the progress their children are making in their learning and development.
- The childminder is reflective of her practice. She regularly makes adaptations to her environment and ensures she reflects children's interests and next steps in development. The childminder completes training to extend her knowledge and skills of how to support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in recognising when a child may be at risk of harm. She is able to talk through the process of reporting concerns to the relevant professionals. The childminder understands the importance of reporting any allegations against herself or anyone else in her household. She talks confidently about wider issues in society, such as county lines, and the impact this may have on children. The childminder completes training to ensure she is aware of any changes or issues she should be aware of. Regular risk assessments are carried out to ensure the environment is safe.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to provide them with greater detail about their children's learning and how they can support their children at home
- provide further opportunities for children to learn about their similarities and differences and the wider community to increase their knowledge of diversity.

Setting details

Unique reference number	EY331301
Local authority	Hillingdon
Inspection number	10276390
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2006 and lives in Uxbridge. The childminder operates Monday, Tuesday and Thursday, from 8.30am till 5.30pm, all year round, apart from family and bank holidays.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the EYFS curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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