

Childminder report

Inspection date: 14 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children experience an incredibly positive model for their learning and make rapid progress. They benefit from the childminder's strong professional knowledge of child development in the prime areas. After the pandemic, children found meeting people overwhelming because they had less experience in social situations. Children have extremely close attachments with the childminder. They are incredibly secure in her care and their confidence is growing rapidly. Children enjoy socialising in small groups, for example when at the park with friends. The youngest children very quickly learn to manage their feelings because the childminder subtly encourages positive behaviour. For example, while children play, she asks, 'Please can I have a go?' Children focus their attention, listen to the childminder's excellent guidance and share willingly.

Children are extremely curious and persevere while they investigate and solve problems. For example, they develop a great sense of spatial awareness and are adept at working out where puzzle pieces fit. Children learn to count in a meaningful context. While building a tower with blocks, the childminder counts to help them grasp understanding of number. Children confidently count three blocks and sometimes four. There is plenty of time for conversations, reading books and singing. Children learn new vocabulary, such as 'seagull', which the childminder describes as a special bird that lives by the sea. They learn the pronunciation of letter sounds at the beginning of words. For example, 'r' for roar and 's' for snake during a favourite story, 'Dear Zoo'.

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

- The childminder's knowledge of what children know and can do is truly outstanding. She knows specifically what each child can achieve and has high expectations for their outcomes. The childminder's curriculum looks objectively at what children need to learn over the coming months. Her intentions are clear and unique for each child. While providing a wide range of interesting experiences, her high-quality interactions support children to achieve the best that they can.
- The childminder is dedicated to enhancing her professional development. She seeks out regular training to strengthen her knowledge even further. Most recently, the childminder attended an oral health online webinar. In response, and to enrich the curriculum, she has added to her role play equipment a model mouth and dentistry tools. The childminder talks to the children while they use pretend toothbrushes. She explains how they must brush their teeth daily and reminds them each tooth has four sides.
- Parents comment on the warm, friendly environment the childminder provides. They comment on the anxiety they had returning to work after the pandemic

and leaving their children, and say the childminder has helped children to enjoy normal activities with their peers again. Children feel secure and are confident and very happy. One parent warmly describes the childminder as, 'Always there for my child and for me too'.

- Young children demonstrate high levels of confidence, independence and self-reliance. Children quickly learn hygiene routines and how to manage their personal care. The childminder shows them how to manage tasks for themselves. She encourages the younger children to dispense the liquid soap, to wash their hands vigorously and rinse the germs away. They notice when their nappies need changing and make connections with other children who are toilet training. For example, they declare they need a 'wee' and walk towards the bathroom.
- The childminder carefully considers the learning experiences she provides. Children become totally engrossed as they push a digger to move cereal into large heaps and then push their hands down, feeling the texture and listening to it crunch. Children experiment with scoops and spoons to fill and empty containers. They develop their hand-to-eye coordination skills, concentrate extremely well and persist until they are successful. The childminder expertly provides a narrative for children's actions and asks questions, such as, 'How many more scoops do you need to fill it to the top?' They pause for thought and reply, 'One'.
- The childminder is highly focused on developing children's communication and language skills. She attentively responds to young children's words and naturally introduces new vocabulary as the children play. Children thoroughly enjoy listening to the childminder read a story. They find objects hidden under flaps in the book and squeal with delight when they find the puppy hiding. Children are becoming confident communicators.
- The childminder provides children with rich opportunities to broaden their knowledge and to appreciate and respect the diversity of others. Children benefit from the positive relationships the childminder has with people in the community. They wave excitedly when they meet her neighbour on the way to school. The childminder talks positively and with ease about how she supports children to make the connections between the features of their family and those in the wider community respectfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding training up to date. She has an excellent knowledge and understanding of safeguarding and child protection, and is confident in spotting signs and symptoms that may indicate a child is at risk of harm. The childminder understands wider safeguarding concerns, such as those linked to the 'Prevent' duty. She is aware of local issues, such as knife crime and drugs. The childminder keeps contact details close to hand to report any concerns in order to protect children's welfare. She teaches children to keep safe in her home. They practise how to evacuate the house in the event of a fire and to clear

up spills that may become slippery and cause a fall. The childminder reminds children to sit carefully on chairs, so they do not fall off.

Setting details

Unique reference number	EY334587
Local authority	Hillingdon
Inspection number	10073672
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2006. She lives in South Ruislip, in the London Borough of Hillingdon. The childminder operates Monday to Thursday from 7.30am to 5.30pm, during term time only. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Ruth George

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention for children's learning was and the quality of teaching.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning to help them progress in their development.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of 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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