

Childminder report

Inspection date: 24 March 2023

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 are extremely happy and feel safe and secure. They are enthusiastic, inquisitive and highly motivated to learn. The childminder and her assistants provide children with the highest quality of care. They have extremely high expectations for all children. Children benefit greatly from a range of rich, varied, exciting, stimulating and challenging activities, both inside and in the well-equipped outdoor areas. These thoroughly captivate children's interests. The well-organised environment promotes children's natural curiosity. They are highly confident and independent learners. They develop excellent communication skills and confidently articulate what they know and can do. They enjoy the time they spend outdoors. They have ample opportunities to practise their physical skills as they climb, balance on secure wooden structures and use a range of tools for digging and scooping in the sand and mud kitchen.

Children's behaviour is excellent. They learn to share and take turns with each other. Children develop the emotional skills they need to understand and manage their own feelings. The childminder and her assistants skilfully teach children about difference and diversity. They support them to develop a broad understanding of communities different to their own. The childminder has a clear structure and routine, which means that children develop high levels of self-esteem and confidence.

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

- The childminder and her assistants accurately assess children's learning. They design an ambitious and meaningful curriculum for children, which is highly effective. Children are helped to rapidly make connections in their thinking and understanding. Their ability to remember what they have learned is evident, and any gaps in children's learning close rapidly.
- The childminder and her assistants provide numerous opportunities to support children's speech and language skills and widen their vocabulary during play. They make excellent use of small-group activities to prompt discussions about the importance of oral health. Children explore toothbrushes and learn how to squeeze toothpaste onto a brush. They learn, understand and use more complex words, such as 'patient', 'stethoscope', 'mouth mirror', 'dental floss', 'dental drill' and 'surgical mask'. The childminder uses this time to engage children and develop their understanding of foods that are good for them.
- Children develop a love of books and reading from a young age. They choose their favourite stories to read with the childminder and assistants. They involve them in the story, pointing to the words as they read. Therefore, they are beginning to understand that print has meaning and the way that books and stories work.

- The childminder and her assistants support toddlers extremely well. Children are captivated by the inspirational learning experiences available for them to choose from. They show excellent hand-to-eye coordination. They show determination and keep trying until they succeed. For example, children use spoons to scoop up pom-poms and dried coloured rice to transfer to the jar in the middle of the tray. They clap and smile with delight when they achieve their goal.
- There are ample opportunities for children to develop their mathematical skills. For example, older children use numbers throughout the day, and they match and order numbers both indoors and outside. Children confidently count in sequence from one to 10, talk about the different numbers that make up the number 10 and quickly recognise larger numbers. Young children use numbers in their play and are developing an understanding of what numbers mean.
- Children demonstrate that they can engage and focus for extremely long periods of time and display excellent attitudes towards learning. The childminder and her assistants support children exceptionally well to persevere with challenges and complete difficult tasks, such as when using scissors to cut around shapes.
- The routines in the setting are well established and understood by children. For instance, they know they have to use the antibacterial gel when they first arrive. The childminder supports children very well to develop their independence skills. They sing songs with enjoyment as they wash their hands, willingly tidy up and help to prepare for mealtimes. Young babies learn to feed themselves, and their personal needs are attended to with great care and concern. The childminder and her assistants support toilet training exceptionally well.
- The childminder is exceptionally passionate about the service she provides. She works extremely well with her assistants. They carry out wide-ranging research and training to continually develop their professional skills. They are all exceptionally reflective and skilfully identify and enhance areas together in order to maintain the already high-quality provision.
- Partnerships with parents and other childcare providers are exceptionally strong. Parents receive a detailed handover at the beginning and end of the day to show how the children are developing and progressing. The childminder provides ideas about how children's learning can be supported at home. Parent feedback is highly complimentary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants update their safeguarding knowledge frequently through regular training. They have an excellent knowledge and understanding of safeguarding and child protection. They are quick to identify signs and symptoms that may indicate a child is at risk of harm, including safeguarding concerns linked to the 'Prevent' duty. They know who to contact if they have any concerns. The childminder and her assistants risk assess activities, including those outdoors or off site, and they take effective action to minimise hazards. They ensure the home is safe and secure and that children are always supervised closely.

Setting details

Unique reference number	EY347601
Local authority	Hillingdon
Inspection number	10280302
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 4
Total number of places	18
Number of children on roll	15
Date of previous inspection	16 August 2017

Information about this early years setting

The childminder registered in 2007. She lives in Ruislip, Middlesex. She employs three assistants and works with two at any one time. The childminder and one of her assistants have relevant early years qualifications. The childminder offers care between 7.30am and 6pm each weekday, for most of the year.

Information about this inspection

Inspector

Laxmi Patel

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 provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a learning walk of the setting, inside and outdoors, and discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder to assess the quality of education. Discussions were held with the childminder, her assistants and the children at appropriate times throughout the inspection.
- The inspector reviewed a range of documentation, including policies and procedures, certificates and the suitability checks of the childminder, her assistants and other adults living in the home.
- The inspector took account of the views of parents through written testimonials.

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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