

Childminder report

Inspection date: 1 July 2025

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 feel secure in the childminder's home. They run into her home saying goodbye to their parents as they are eager to find and select their favourite resources. As children select resources, the childminder settles at the children's level to play. She responds warmly, talking to children and giving a commentary on what she can see them doing. The childminder praises children's participation in self-chosen activities. For instance, when children use a playhouse, she gently prompts the children to count the steps as they move the characters up the stairs. The childminder follows children's play, smiling as they respond together and developing young children's self-esteem.

The childminder offers a balanced curriculum, focused around developing children's communication, strong emotional well-being and promoting good physical skills. The childminder devises individual next steps and plans activities around what she wants children to learn. The childminder is keen to develop children's love of books and uses books to support children's knowledge and understanding. For example, books are used to develop children's interest in using the bathroom and developing their understanding of hygiene routines, such as washing hands after using the toilet.

The childminder teaches children to sit down when eating and explains the importance of safety. She encourages children to tidy up when they have finished playing, ready for the next activity. Children show a willingness to help. They learn to respect the environment and how to look after the toys.

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

- All parents report positively on the childminder's care and the progress their children make. They comment on how supportive the childminder is to them as a family. Parents are happy with the information they receive. They are happy as they receive plenty of information about children's daily activities and general care practices. Parents feel their children make good progress and they are well informed about their children's overall development.
- Children show high levels of curiosity and are inquisitive, focusing their attention for long periods of time on activities that capture their interests. The childminder plans activities, she confidently follows children's lead, changing or adapting her planned activities to enable children to retain their focus on the activity they are engaged in. However, on occasion the childminder did not use open questions to challenge and extend children's thinking .
- The childminder tracks children's development to identify individual next steps for learning. She supports children's development and use of language by singing songs and reading books with them. The childminder incorporates

opportunities for children to make choices, respecting the decisions they make. For example, by asking what they would like to do next. She develops back-and-forth interactions by commenting on what she observes as children play and young children become confident communicators.

- The childminder is aware of how to support children with special educational needs and/or disabilities by seeking advice and support. She understands the importance of sharing information with parents and other professionals to provide activities that meet children's needs. The childminder has a good understanding of children's needs and has identified she needs to increase her knowledge on strategies to support early intervention.
- Children are supported to develop their independence. The childminder promotes children's autonomy as she seeks consent before joining their play. Young children are taught to put on their coat, older children learn to wash their hands and follow hygiene routines. Children are prepared for their next stage of learning as they confidently complete self-care tasks independently.
- Children behave well. The childminder has high expectations for children's behaviour and sets clear rules and boundaries to guide them. For instance, she expects children to be kind and caring to others. She promotes turn-taking and sharing the toys and resources. Children behave in an age-appropriate way and respond positively to the praise and encouragement they receive from the childminder.
- The childminder reflects on her practice. She evaluates her performance to identify areas for further development. She requests feedback from both parents and children. Children are asked what they may like more of and she incorporates their ideas and views into the activities and experiences she offers.
- The childminder is part of a local group of childminders. They plan opportunities for children to engage in large social gatherings, such as play dates or trips to local places of interest. The childminder participates in childminding networks and groups and appreciates the support and guidance she receives from her colleagues.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- create opportunities to challenge children's thinking to encourage them to problem solve.

Setting details

Unique reference number	EY348971
Local authority	Hillingdon
Inspection number	10392178
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 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2007. She holds a Level 3 Cache home-based childcare qualification. The childminder lives in Ruislip, in the London Borough of Hillingdon. The childminder offers childcare all year round, from 7.30am to 6pm each weekday. She receives funding for children aged three years.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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.

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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