

Childminder report

Inspection date:

19 September 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and friendly. They welcome visitors to the setting with a smile. The childminder forms strong bonds with children in her care. This helps children to settle quickly. Children enjoy having cuddles from the childminder. Children behave well and are polite. They are happy to share their turn on sharing books. The childminder regularly praises children for their achievements. This helps to promote their self-esteem and confidence in their abilities. For instance, the childminder praises toddlers as they persist when completing a puzzle.

The childminder does not always reinforce children's understanding of how to keep themselves safe. For example, the excessive toys on the floor prevent young children from practising their walking skills and understand how to keep themselves safe. The indoor and outdoor environments are suitably resourced and this enhances children's play as they explore and use their imaginations. However, the childminder does not implement her curriculum well enough to meet all children's individual learning needs. This does not help children to make consistently good progress. For example, the childminder does not have a clear understanding of the intent during activities. Parents comment that they very much appreciate the daily detailed updates they receive from the childminder. They enjoy receiving photographs that show information about the children's day.

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

- The childminder shares books with children to help develop their love of reading and books. Children listen to stories, point to animals, say 'frog' and 'tiger,' and press buttons to hear animal sounds.
- Children enjoy daily opportunities to go in the garden for fresh air and exercise. The childminder provides a range of equipment that supports children to develop their physical skills. They regularly explore their local community, including going to the parks and fields. The childminder takes children on walks and they talk about what they can see. This supports children's learning of the natural environment and world around them.
- The childminder works in partnership with the local school. She regularly communicates with them about children's well-being when she drops off and collects children. The childminder completes transition reports and shares them with teachers when children are due to start school.
- The childminder keeps mandatory training up to date, such as first aid and safeguarding. However, she does not review her practice well enough to identify weaknesses and her own professional training needs. Consequently, she has not sufficiently focused on improving her understanding of how young children learn in order to ensure her teaching is beneficial for all children.
- Partnerships with parents are effective. The childminder gathers information

before children start, such as dietary requirements. Parents feel confident that they can bring any concerns to the childminder and they would be addressed. They praise the childminder for her caring nature and they are pleased that their children are happy to attend.

- Children learn about the importance of being healthy. The childminder talks to children about healthy eating and children learn which foods are good for them. The childminder teaches children about hygiene through singing songs about brushing their teeth and washing their hands.
- The childminder creates an inviting environment when children arrive. She sets out activities and encourages children to make choices during their play. However, she does not know what she intends children to learn from the activities.
- The childminder's risk assessment procedure ensures that hazards on outings and in her garden are minimised. This demonstrates that the childminder understands, and is capable of managing appropriate risk assessments. However, this has not been effectively extended to the indoor space to fully minimise risks to children's safety, including toys cluttered on the floor. This means children cannot fully explore their mobility or interests when using these spaces.
- The childminder provides some activities that help to broaden children's range of experiences and to further develop their social skills. Children play with a range of small-world people representing similarities and differences.
- Children make progress in mathematical development. The childminder encourages children to count and talks about shapes as she plays with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a confident understanding of child protection issues and recognises her responsibilities to identify and escalate any safeguarding concerns. She has attended safeguarding training recently, and is clear about possible indicators that may suggest a child may be at risk. The childminder understands how to identify if a child may be at risk of radicalisation and knows her responsibilities related to the 'Prevent' duty. She knows who to speak to, so that appropriate action can be taken to keep children safe. The childminder completes some risk assessments and ensures she supervises children closely at all times, to help keep them safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

improve the arrangements for assessing risks, to help ensure all areas of the home are suitable for children's play	10/10/2023
implement a purposeful curriculum and consider children's age, stage and individual development needs to plan and provide suitably challenging adult-initiated activities that extend their skills.	10/10/2023

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

- target training and professional development to improve the quality of teaching and education to a consistently good level
- use self-evaluation more effectively, to identify weaknesses and to raise the quality of the service being provided.

Setting details

Unique reference number	EY349045
Local authority	Hillingdon
Inspection number	10285511
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 October 2017

Information about this early years setting

The childminder registered in 2007. She lives in Ruislip, in the London Borough of Hillingdon. The childminder operates all year round, from 7am to 7pm on Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector
Rizwana Nagoor

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector and childminder discussed the activities that children took part in during the inspection, and talked about how these impacted children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the childminder about how she plans activities for the children, to support their individual learning needs.
- The inspector spoke to children and observed their responses to the childminder's interactions.
- 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.

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 2023