

Childminder report

Inspection date: 4 March 2020

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

The childminder and her assistant provide a warm, caring and safe environment in which the children play and learn. Resources are easily accessible to enable children to make their own choices. The childminder takes time to get to know children's individual personalities. She gains a wealth of information about children before they start at the setting, including what they can do. This enables her to plan learning experiences for children from the start. Children form strong bonds with the childminder and her assistant. Children's lively and energetic personalities help demonstrate that they feel safe, secure and happy. Children keenly explore within the environment. For example, they delight in playing with electronic toys, construction resources and a puppet theatre. They are currently learning about the spring season. The childminder spends time teaching the children about the buds and blossoms on the trees. The childminder and assistant model friendly and cooperative partnership working. They have high expectations of children's behaviour. Children are very well behaved. They learn to use good manners as the childminder and her assistant encourage them to be polite, kind and gentle. The childminder and assistant use praise with children, promoting children's self-confidence and self-esteem.

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

- The childminder observes children and records their development. She plans age-appropriate activities which are based around children's interests. However, occasionally, activities are not organised well enough to make sure that all children taking part are fully engaged and challenged at the highest level.
- The childminder promotes communication, language and literacy effectively. She talks to children during group times and gives them opportunities to hold discussions and share their own thinking. They also enjoy listening to stories and singing songs.
- The childminder encourages children to develop their mathematical understanding during their play. She supports children to count and recognise shapes and colours. Children show perseverance as they work out how to complete puzzles and find the pieces that will fit.
- The childminder uses age-appropriate strategies to encourage children to behave. Children learn to share, take turns and build on games, such as role play, in small groups. For example, they delight in working together to have a pretend picnic, making tea for the childminder.
- The childminder provides opportunities that motivate children to lead a healthy lifestyle. She encourages the children to acknowledge the importance of making healthy food choices as they engage in play. All children are supported to be as independent as possible. Younger children learn to wash their hands and feed themselves. Older children learn to hang up their coats on their pegs in the

hallway. The childminder supports children's physical health further. For example, children enjoy dancing around inside, daily outdoor play and outings to the local park.

- The childminder shares a frequent flow of information with staff at other settings who care for the same children. She speaks to children's key person about their development so that she can offer children similar levels of support. Children flourish under the consistent care routine.
- Children enjoy visits to local toddler groups, where they meet with other childminders and their children. This provides children with opportunities to socialise in larger groups and make new friendships.
- Partnership working with parents is firmly in place. There is effective communication between the childminder and parents, overall. For instance, the childminder keeps parents informed daily about their children's achievements. However, she does not consistently discuss the next steps or share ideas about how they can continue to support their children's learning at home.
- The childminder reflects on her practice and the service she provides. She asks parents for their views on her setting and takes these into account when evaluating her provision. The childminder and her assistant keep their skills up to date with training opportunities and use these to develop children's play and learning. The childminder supports her assistant well and supervises her interaction with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their safeguarding knowledge up to date through training. They know the signs that may indicate that a child is at risk of harm. They are aware of what to do if they are concerned about a child's welfare and understand the wider safeguarding issues. The premises are secure, and the childminder supervises children well. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. Children learn about their own safety. For example, they know to hold hands and stay with the childminder and assistant when going out for a walk.

What does the setting need to do to improve?

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

- provide more support when needed, so all children stay focused and engaged in their learning
- discuss the next steps and share ideas with parents about how they can help and continue to develop their children's learning at home.

Setting details

Unique reference number	EY358631
Local authority	Hillingdon
Inspection number	10073964
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	1 February 2016

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Hillingdon. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with one assistant.

Information about this inspection

Inspector
Laxmi Patel

Inspection activities

- The inspector took a tour of the spaces used by the children, both indoors and outdoors, with the childminder. They talked about how the childminder organises the setting and the play and learning experiences she provides for children.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector spoke to the childminder, children and her assistant at appropriate times throughout the inspection.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living and working in the household.
- The inspector took into account the views of parents in written feedback provided.

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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