

Childminder report

Inspection date: 23 April 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and thrive in this welcoming environment. The childminder is friendly and caring. She forms secure attachments with children, resulting in children feeling safe and valued. Children develop their confidence to explore the interesting activities on offer. They develop their imaginative skills as they play with toy cars, becoming absorbed in their play as they work together to build a road. This demonstrates children have developed meaningful relationships.

The childminder knows the children well. She understands what children already know and what she wants them to learn next. She plans the curriculum to ensure that children build on their individual skills and interests. This ensures that all children make good progress and are prepared for their next stage of learning. The childminder plans many activities that support children in their understanding of mathematics. As a result, children readily count and use numbers in their play. They excitedly count and compare small world animals as they explore sand play.

Children behave well. The childminder models good manners to the children, such as saying, 'please' and 'thank you'. She supports children to follow simple instructions, such as helping to tidy up before moving on to another activity. Children show respect for others. They encourage friends to join in and take turns in sharing resources.

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

- Children benefit from a range of experiences that support their understanding of the world around them. These include planned activities and outings to messy play sessions and toddler groups. They also visit the library and explore the local park. These outings provide children with the opportunity to develop their social skills.
- The childminder designs and implements a curriculum that supports the individual needs of children. She understands children's abilities and what they need to learn next. Occasionally, planned activities are not precisely adapted so that all children, including the youngest, gain the most benefit to their learning. For instance, some group activities focus more on older children's learning. This does not consistently help all children to achieve the highest possible learning outcomes.
- The childminder is highly effective in using different techniques to support children's communication and language skills. For example, she repeats and models words back to children. This promotes children's understanding of new vocabulary.
- Children enjoy looking at a good selection of books. The childminder has regular story time with the children. They enjoy snuggling on the sofa with the

childminder as she reads. She encourages children to turn the book's pages and talks to them about what they can see. She listens with interest as children respond with their ideas. This helps children develop meaningful conversations and challenges their thinking.

- The childminder offers children opportunities to develop their understanding of good hygiene practices. For instance, before eating, she tells the children about the importance of washing germs off their hands. However, opportunities for children to learn more about good personal hygiene are not yet consistently embedded into all daily routines.
- Children have daily access to the outdoors; they are energetic and physically active. As a result, children of all ages develop their physical skills very well. Children confidently explore the garden and know where to find balls. They show their ability to skilfully run and kick as they engage in a game of football.
- The childminder knows her role well. She knows how to keep children safe. She ensures she keeps her policies and procedures up to date. She completes regular risk assessments to make sure that her premises are safe. The childminder uses her understanding of safety to teach the children road safety.
- Partnerships with parents are highly effective. The childminder uses a range of ways to ensure she effectively communicates with parents. These include face-to-face conversations, text messages and two-year-old progress reports. Parents state they feel confident in the childminder's care and knowledge. They describe her setting as 'a second home'.

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:

- enhance opportunities during group activities so that all children gain the most benefit from activities
- further extend opportunities for all children to develop their understanding of good hygiene practice in relation to managing their personal care.

Setting details

Unique reference number	EY370265
Local authority	Hillingdon
Inspection number	10316933
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	0 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	15 May 2018

Information about this early years setting

The childminder registered in 2008. She lives in Ickenham, in the London Borough of Hillingdon. The childminder is available to work Monday to Friday during term time. She receives funding to provide free early education for children aged two and is eligible to receive funding for children aged three and four. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Megan McClellan

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector considered written feedback from parents.
- 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.

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