

# Childminder report

---

Inspection date:

6 February 2020

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Met

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

### The provision is good

The childminder plans an environment that encourages babies and young children to be curious and investigative. They explore confidently, checking in regularly with the childminder for reassurance. She ensures that children have familiar resources which make links to home and help them to feel secure. The childminder supports children to build warm attachments with her to ease separation from their parents. Children are happy and secure. The childminder has high expectations of what children can achieve. She thinks carefully about the small steps they need to learn and plans stimulating activities to help them progress. Children are inquisitive and enjoy finding out how things work. Children thrive in this supportive environment. They enjoy listening to the stories the childminder reads to them. They have fun moving to music. She takes children out each day for walks and visits to the park. Children express their excitement when they play and let the childminder know when they are tired. They cooperate during personal care routines, such as having their nappy changed. The childminder provides lots of positive reinforcement that promotes children's physical and emotional well-being.

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

- The childminder has reflected on her practice since her last inspection. She has improved her risk assessments in the home and is more vigilant to keep children safe. She has attended a range of training to support her professional development. For example, she has used her knowledge about attachment and separation to help children settle and feel safe in her care.
- Children develop warm relationships with the childminder. Their laughter connects them in shared experiences. For instance, children scrunched shredded paper and threw it up, giggling as it fell. The childminder provided a narrative while she played alongside, describing actions and introducing vocabulary such as 'up' and 'down'.
- The childminder helps young children to learn the boundaries for acceptable behaviour in her home. However, while she teaches them to understand 'no', she misses opportunities to explain the reasons for this.
- The childminder works closely with parents to be aware of what their children know and can do at home. Parents are happy with the service the childminder provides. Typically, a parent commented that 'she has been a positive part of our child's learning and development and shares her progress every day'.
- The childminder makes observations as children play and uses her assessments to plan a good range of activities to support them to achieve. She shows children first, then moves slowly through the steps so they can clearly see what to do. For instance, she introduced building blocks and showed young children how to push down to join them together.
- The childminder listens to young children babbling and talks back, looking at

them and giving lots of smiles. On occasion, she does not give children enough time to think and respond to her questions and comments, to enhance their communication and language development even further.

- The childminder plans a wide range of sensory experiences for children. For example, to refine children's sense of hearing, she provided bottles filled with different objects; when children shook them they experienced different sounds, such as the swooshing sound of grains of rice and the rattle of beads.
- The childminder works with parents closely to wean young children onto a healthy diet. She shows children how to use a spoon and begin to eat independently.
- Children benefit from opportunities to explore the local community. The childminder takes them to parks and to meet other young children at playgroups. This contributes to their developing physical and social skills.
- The childminder encourages young children to develop their physical strength. For example, she supports confident crawlers by putting resources on the sofa just out of their reach. They are inquisitive and seek the childminder's help to stand before happily cruising around the furniture.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident about how to protect children from harm. She knows what may make a child vulnerable and how to act on concerns about a child's welfare. She understands wider aspects of safeguarding. This is evident when the childminder talks about identifying children who may be at risk of being drawn into criminal activity or influenced by other people's extreme beliefs. She recognises the signs that may indicate a child is at risk of abuse or neglect. The childminder knows who to contact to report any concerns. The childminder assesses her home for hazards such as small objects and removes them to keep children safe.

## What does the setting need to do to improve?

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

- provide explanations to help teach young children the reason for behavioural boundaries
- give young children time to process information, think and respond, to fully enhance their communication and language development.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY370608                                                                          |
| <b>Local authority</b>             | Hillingdon                                                                        |
| <b>Inspection number</b>           | 10104642                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 2                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 1                                                                                 |
| <b>Date of previous inspection</b> | 11 June 2015                                                                      |

## Information about this early years setting

The childminder was registered in 2008. She lives in Hayes, in the London Borough of Hillingdon. She provides care for children all day, Monday to Friday, all year round. The childminder holds a qualification at level 3.

## Information about this inspection

### Inspector

Ruth George

### Inspection activities

- The inspector observed the interactions between the childminder and children.
- The childminder evaluated the effectiveness of an activity with the inspector.
- The inspector sampled documentation, including the suitability of household members.
- The inspector and childminder discussed children's development and how their learning is planned and assessed.
- The inspector read messages from parents and took their views into account.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020