

Childminder report

Inspection date:

12 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children develop extremely strong bonds with the childminder and use her as a secure base from which to explore. They are incredibly secure in her care, and their confidence is growing rapidly. After the COVID-19 pandemic, children found meeting people overwhelming because they had less experience in social situations. The close attachment they have with the childminder has helped children enjoy socialising in small groups, such as at the park and play groups. Like all children they test the boundaries. Children respond to the childminder's sensitive and positive guidance. They follow her clear explanations which helps to manage their emotions and fully engage in learning.

Children benefit from the exceptional role model the childminder provides. For example, while children pretend to serve food and drink, the childminder draws their attention to the café menu prices she writes down. Children practise holding a pen, changing position to hold securely and successfully make marks to represent the numbers. Children are curious and persistent. They hear and use a wide-ranging vocabulary. They learn complex concepts while they play, and the childminder poses questions and challenges. For instance, while filling a water tray, children investigate why the water pressure is soft. They turn the tap fully and go back to test if the pressure is harder. Children make connections in their play. When they make a print of a cross in play dough, the childminder shows them the ambulance has a cross too and helps them to pronounce this difficult word.

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

- The childminder is extremely knowledgeable about what children need to learn and the setbacks they have had due to the pandemic. For example, she describes the disruption to children's learning who were born during the national lockdowns and the impact it has had for their social confidence. The childminder has focused on children's emotional security before introducing a wide range of activities in the local community.
- The childminder has a good network of other childminders who she draws on to ensure she continually enhances her practice. For example, she meets with them in the village and feels extremely well supported. They share their experiences, acknowledge any issues, and discuss how they dealt with them and what they might do differently. The childminder uses these discussions to reflect on her practice and to continuously strengthen her professional development.
- The childminder sequences her curriculum thinking, using children's interests, such as vehicles, to focus their learning. Her intentions are clear and unique for each child. She effectively engages children in interesting experiences, and her skilful interactions build on their learning to support them to achieve the best that they can.

- Children are very independent. They choose resources and find utensils to support their play. The childminder gives children plenty of time to work out how things work. For example, they concentrate as they discover how best to load more dough into a machine. They use their small muscles to push and poke the dough in and then larger muscles to press down on a lever to create worms.
- The childminder skilfully helps children to continually build skills for their future learning. Children have a positive interest in mathematics. They excitedly predict how many more scoops might fill a dumper truck. The childminder introduces the correct word for numbers, and children repeat as they press numbers on a till. They learn to count and calculate when they add on one more up to ten in their play.
- The childminder skilfully encourages children to explore their ideas. She waits for them to try different techniques, even when they are frustrated, before she suggests different ways they might try. When children are successful, there is great celebration. For example, the childminder claps as they repeat their actions to secure and steady a digger's bucket to fill and empty.
- Parents comment on the invaluable support the childminder provides for their children. They say that their children have developed a close relationship with the childminder. Parents appreciate the dedication she gives to children's development, the great memories they make, and how much they learn.
- The childminder teaches children about the diverse world we live in. She embeds learning in daily practice, supporting children to have positive attitudes and respect for their friends. They see and accept people from different family backgrounds during visits to play groups and other places in the community.

Safeguarding

The arrangements for safeguarding are effective.

Children learn how to keep safe in the childminder's home. She supervises children closely while they enjoy water play, and she reminds them to be careful near the water so they do not fall in. Children learn to manage risk safely. For example, they climb up on a stool at the table with discreet support from the childminder while they adjust their position to balance. The childminder has an excellent knowledge and understanding of child protection. Her safeguarding training is up to date, and she renews it often. The childminder is confident in signs and symptoms that may show a child is at risk of harm. For example, she recognises that not all children live in happy homes and may witness domestic abuse. The childminder keeps contact details displayed and easily accessible to report any concerns she may have to protect children's welfare. The childminder understands that if she receives an allegation against her or a household member then she must report and seek advice from the local authority designated officer.

Setting details

Unique reference number	EY372409
Local authority	Hillingdon
Inspection number	10231773
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 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 September 2016

Information about this early years setting

The childminder registered in 2009. She lives in Harefield, in the London Borough of Hillingdon. The childminder works from 7am to 5pm, Monday to Friday, term time only. She holds an early years qualification at level 3. The childminder is eligible to receive funding to provide free early education for two-, three- and four-year-old children. No children were present in receipt of funding at the time of inspection.

Information about this inspection

Inspector

Ruth George

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 setting.
- The inspector observed the quality of education the childminder provides, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder discussed with the inspector how she implements the curriculum and the impact that this has on children's learning.
- Parents shared their views of the setting in writing, and the inspector took these into account.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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