

Childminder report

Inspection date: 25 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children form close relationships with each other and with this caring childminder. They are eager to include her in their play and are able to share their thoughts, feelings and ideas confidently. This helps them to feel safe and secure. Children freely explore and make choices from the toys, activities and resources. For instance, they thoroughly enjoy including the childminder in their role play when making pretend food, using the play kitchen.

The childminder understands children's individual care and learning needs. She bases her ambitious curriculum on developing children's communication and social skills. Children show great curiosity as they have fun mixing sand and water together. They discover how the sand feels on their hands and describe it as 'scratchy'. Children develop their gross muscle skills as they explore the garden. They confidently climb up a slide and use their feet to move a push-along car.

Children are motivated to learn, and they behave well. They are learning to share resources with the childminder's gentle guidance. The childminder has high expectations for all children. Children listen and respond positively to instructions and are eager to learn new skills. For example, they learn to tidy away the toys when they have finished playing with them.

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

- The childminder uses her knowledge of child development to support children's learning through her skilful interactions with them. For example, she constantly repeats phrases and talks to the children throughout the day to support them to learn new words.
- The childminder ensures that children have a good balance of child- and adult-led activities. She gathers information about children's starting points from parents and uses her assessments of the children to plan a curriculum to help them make good progress. Although the childminder knows what she wants children to learn, she is still developing the implementation of her curriculum. Therefore, at times, not all children receive the challenge that they need to help them to make the best possible progress in all areas of learning.
- Children develop their understanding of number and mathematical language. The childminder carefully incorporates these concepts into different types of play. For example, she encourages children to count as they wait their turn to make bubbles. She encourages children to count objects in books and discusses the written numeral with them. She provides real-life opportunities to help children understand, such as linking numerals to the ages of the children.
- The childminder supports children to develop a love of books. Children happily bring books to the childminder, knowing that she will read their favourite stories.

They know some stories well and predict what will happen next. Children demonstrate good listening skills and develop a love of literacy.

- Children's health and well-being are promoted well. The childminder is quick to respond and support children when, for example, they need to clean their noses. She talks to children about removing germs as she encourages them to wash their hands. This helps children to develop an understanding of healthy lifestyles.
- The childminder regularly networks with other local childminders. They work together to plan visits and playtimes. Children benefit from taking part in outings and group activities, where they can develop friendships with children of similar ages.
- The childminder recognises the benefits of professional development and reflects positively on previous training that she has received. For instance, she recognises the benefit of her previous training on supporting children's communication and language skills. However, despite her positive experiences, she does not make the best use of professional development opportunities, to help her to keep her knowledge and skills up to date.
- The childminder works with parents to develop strong partnerships. She offers daily opportunities to exchange information about activities and learning. This helps to keep parents well informed about their child's development.
- The childminder supports children's understanding of the wider world. For example, she introduces a range of cultural events and celebrations to children, such as Chinese New Year. This helps to extend children's learning and develop the essential knowledge they need to support future learning.

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:

- develop and implement the curriculum to ensure that all children receive challenges to help them to make the best possible progress in all areas of their learning
- identify a targeted plan for professional development, to increase knowledge and skills further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY378366
Local authority	Hillingdon
Inspection number	10311990
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in West Drayton, in the London Borough of Hillingdon. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her curriculum.
- The inspector interacted with children throughout the inspection. The inspector observed the childminder's interactions with children during an adult-led activity and discussed this with the childminder.
- The inspector reviewed a sample of the childminder's documentation, including first-aid arrangements.

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 2024