

Childminder report

Inspection date: 18 February 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder plans an interesting environment, taking account of children's interests. She is confident about why she has chosen the planned activities and how she will support the children to build on their learning. Overall, children behave well for their age and are polite. They are curious and motivated to learn. The childminder recognises that young children take comfort from their favourite toys. They engage more readily in other activities when these are available. Children have warm relationships with the childminder. They quickly settle and join in activities. Children confidently choose what they want to do. The childminder plays alongside children, providing challenge and asking questions to help them think to extend their understanding. Children benefit from hearing and using their home languages while they play, while learning English. They are becoming effective communicators. The childminder teaches the children to follow good hygiene procedures. Children learn to manage their personal care. For example, older children tell the childminder when they need to use the toilet and when their younger friends require a nappy change. They wash their hands and understand why this is important.

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

- The childminder has reflected on her provision since her last inspection. She describes recent training that has helped her become familiar with the inspection framework. The childminder seeks advice from other early years education professionals. These discussions have helped her to use children's interests to support and extend children's learning successfully.
- Children have close bonds with the childminder. Young children snuggle in to her when they first arrive. The childminder reassures them with a warm cuddle and finds their favourite toy, while showing them the other activities available.
- Children are imaginative and enjoy role-play activities. The childminder describes what the children are doing and asks questions, encouraging children to think and respond. Children communicate confidently for their stage of development. Older children learn new words, such as flavours of ice cream. They illustrated this when they requested a 'chocolate' and 'nanilla' ice cream. The childminder reinforced the correct pronunciation with a smile, 'One chocolate and vanilla ice cream coming up.'
- The childminder helps children to learn right from wrong. However, sometimes she does not support older children to help them understand how their behaviour affects other children's feelings. For example, she distracts the children when there is a dispute over a toy, rather than resolving the conflict for the younger children and explaining to older children why their actions upset their friends.
- The childminder teaches children about festivals that are important to their

families. This helps children to recognise similarities in their different faiths and the wider community, such as giving gifts at Eid and Christmas.

- The childminder has good relationships with parents. They keep in touch using the telephone and chat at drop-off and pick-up times. The childminder builds relationships with the teachers at the nursery schools children attend to share their learning. She works together with teachers to help the children grow and develop.
- The childminder does not challenge older children sufficiently in literacy to help them develop their early reading and writing skills.
- Children learn to control and coordinate their bodies well. The childminder teaches children to kick balls, use bats and balls, and climb and slide. Children enjoy making music. They play the drums, shake instruments and move rhythmically in time to music.
- Children develop a good understanding of mathematical concepts, for example during a pretend game 'at the zoo'. The childminder introduced the language for length, size and time. The children demonstrated their understanding when they eagerly talked about the elephants' feeding time at 11 o'clock. The childminder asked questions such as 'How do elephants and giraffes reach the leaves in the tree?' Children looked at the animals and described their 'long' necks and trunks. Children enjoyed taking turns to buy animal masks at the 'souvenir shop' and paid for them with pretend money.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of harm. She attends regular training to keep up to date with current practice and understands wider safeguarding issues. This is evident when she talks about children who may be radically influenced by other people to behave in certain ways. The childminder also understands the importance of keeping children safe when using the internet. The childminder knows who to contact to report any concerns she may have to protect children's welfare. She makes regular risk assessments of her home and resources to ensure they are safe for children.

What does the setting need to do to improve?

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

- enhance children's understanding of how their actions affect the feelings of other children, and help them to adapt their behaviour to fully enable resolutions
- review the educational programme for literacy to ensure older children have the knowledge and skills they need to be ready for the next stage in their education.

Setting details

Unique reference number	EY390070
Local authority	Hillingdon
Inspection number	10104644
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 July 2016

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Hillingdon. The childminder is available Monday to Friday from 8am to 6pm all year round, except for bank holidays or family holidays.

Information about this inspection

Inspector

Ruth George

Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The inspector sampled documentation, including the childminder's qualifications and children's attendance records.
- The inspector and the childminder discussed children's development and the progress they have made.
- The inspector discussed safeguarding children with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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