

Childminder report

Inspection date: 11 May 2023

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

The provision is good

The childminder gives the children a warm welcome. They enter the setting happily and are eager to explore. Children choose what they want to play with and quickly engage in learning. They gain from good teaching and activities which support their learning across the curriculum. Children have good relationships with the childminder and check in with her when they feel unsure. The childminder helps children feel safe and secure in the home and the community. Children respond to the childminder's high expectations and behave well. Children are beginning to understand the rules for sharing and they play well together.

Children born during the COVID-19 pandemic benefit from the childminder's support to catch up. For example, one parent comments, how shy their child was when they first started, 'but now they are very happy and social around others'. Children develop independence. They wash their hands before meals and learn to use cutlery to feed themselves. Older children learn to dress themselves and put their shoes on the right feet. While children play with farm animals the childminder provides mathematical language alongside their play. Children learn to count confidently and older children solve mathematical problems. They add on, take away, and sort the animals into categories and sizes. Children enjoy choosing books and talking about the story. They listen attentively to stories read by the childminder.

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

- The childminder knows the children very well. She seeks information from parents when they first start and they agree what children know and can do. The childminder's curriculum thinking has a strong focus on building on what children know. She knows exactly what children need to learn next.
- The childminder makes observations and assesses children's development. She shares children's progress with their parents and identifies any delays. The childminder has a good knowledge of the special educational needs and/or disabilities code of practice. She works closely with parents to seek specialist support for their children.
- Children gravitate towards the comfort of the childminder when the inspector arrives. They grow bolder and confident to explore. Children have built strong attachments and feel emotionally secure. Older children talk to the inspector and share what they like to do. For example, they enjoy going to the library, and music and movement sessions.
- Children benefit from attending community groups where they take part in a wealth of activities. They develop a sense and understanding about their wider world. For example, children tasted fortune cookies during Chinese New Year, and celebrated Armed Forces Day.

- The childminder supports children's physical movement well. Children regularly walk in the community and visit the local parks. They develop good balance and coordination during exercise classes. For example, they follow instructions to stretch, wriggle, dance, pose and freeze when the music stops.
- Children are good communicators. They enjoy singing a wide range of songs, which supports their language development. They join in with the chorus and copy repetitive words. Sometimes, the childminder asks the children too many questions that are out of context to their play. For example, she does not consistently follow children's interests and ask questions that relate to their play to extend their learning further.
- The childminder provides lots of activities that help children develop their small hand muscles. Children enjoy using crayons and talk about the marks they make. Older children like to copy letters for their name and other words. However, the childminder has not researched the correct way to do this, so children are at risk of picking up bad habits in relation to early literacy.
- Parents are very happy with the service the childminder provides. They comment that their children are developing well. Parents say the childminder shares their children's progress daily and provides a formal report. One parent comments on the 'incredible progress within all aspects of their child's development'. Another parent describes their child as 'coming on in leaps and bounds'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection. She has completed relevant safeguarding training to keep up to date. The childminder recognises signs children may be at risk of harm or abuse and knows how to report any concerns. She keeps relevant contact details easily accessible. The childminder supervises children closely while they play. They learn how to keep safe in the childminder's home. For example, they tidy away toys to make space for physical exercise so they do not trip over. Children understand boundaries indoors, such as not being allowed to climb the stairs. They learn to hold the pushchair on the safe side, away from the road when on outings.

What does the setting need to do to improve?

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

- enhance knowledge to confidently teach children, when relevant, to build on their interest in early literacy and to form their letters accurately
- observe children while they play, ask questions in context to their interests to further extend their vocabulary.

Setting details

Unique reference number	EY392444
Local authority	Hillingdon
Inspection number	10286042
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	1 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 October 2017

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Hillingdon. The childminder operates Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. She holds a relevant homebased childcare qualification at level 3. The childminder is eligible for funding, but no children in receipt of funding were present 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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to parents, read their written feedback during the inspection and took account of their views.

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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