

Childminder report

Inspection date: 22 July 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	Met
--	-----

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely environment. Children arrive at the childminder's home, they are eager to join her and confidently wave goodbye to their parents. The childminder has discussions with parents before and during the settling-in time so she has a good understanding of each child's individual needs and interests. She assesses their development and then builds her curriculum to support children's learning and develop their confidence to be ready for school.

Children's behaviour is very good. The childminder reinforces positive behaviour through lots of praise and encouragement. Children show good manners and play cooperatively together. The childminder encourages children to develop self-care needs, such as toileting independently and washing their hands. They select the fruit they would like to eat for their snack and are very able to peel fruit, such as oranges, by themselves.

The childminder has a good awareness of the importance of supporting children to enjoy books. She has a wide selection of age-appropriate books, which children can access freely. She supports children to enjoy to write and involves them in helping write the house rules and label the toy boxes. Children show they are proud of their signs they have made and remind each other of the rules, such as not entering the kitchen.

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

- The childminder knows what she wants children to learn. She is aware of children's interests and knows the children's favourite activity is play dough. She includes children in the making of this and they demonstrate that they embed prior learning. Children know what ingredients they use and show awareness of the sequence of the play dough making.
- The childminder uses every opportunity during the play dough making to include mathematical learning. Children learn about different quantities. For example, they know they have a cup of flour and then half a cup of salt. They experiment with the quantity of water needed, and learn that if they add too much water the play dough will be too sticky.
- Children spend a long time making the play dough and are given plenty of time to experiment with the ingredients. However, at times they are kept waiting for the next stage in the process as the childminder has not organised the activity as well as she could. For example, she suggests the children can add colouring but then has to look for these. This slightly interrupts the children's interest and engagement.
- Parents speak highly of the childminder. They are very happy with the care

provided and are grateful for the childminder's flexibility in the days and hours she is able to provide. The childminder keeps parents up to date daily about their child's day and what they have been learning.

- The childminder is passionate about her work and strives for continuous improvement. She completes relevant training courses and has regular links with her local authority advisor to ensure that she is up to date with any changes to legislation or practice.
- Children have positive attitudes to learning. The childminder reminds children about being kind to each other and that 'sharing is caring'.
- Children's communication is well supported. The childminder talks with children as they play, providing a running commentary and asking questions to make them think. Children have a wide vocabulary and use words, such as 'cream of tartar', as they make the play dough.
- The childminder provides many opportunities for children to develop their physical skills. She regularly takes children out to local parks, where they can run around and use the playground equipment. She attends toddler groups, supporting young children to experience differences and similarities in the community. In addition, this supports children to have a wider circle of friends to play with and develop their sharing skills.
- Children learn to keep themselves healthy and follow good hygiene routines. Parents provide their child's midday meal and the childminder ensures that she speaks with parents about providing healthy food options. The childminder ensures children have access to fresh drinking water throughout the day.

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:

- refine the planning and organisation of focused activities so that children are not kept waiting and remain engaged at a higher level.

Setting details

Unique reference number	EY401291
Local authority	Hillingdon
Inspection number	10347025
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2009 and lives in Northwood 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.

Information about this inspection

Inspector

Jenny Devine

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 provision.
- The inspector and childminder completed a learning walk and discussed her curriculum for the children.
- The inspector observed interactions with the childminder and the children.
- Discussions were held with the childminder to assess their knowledge of the early years foundation stage requirements.
- Parents offered their verbal feedback on the childminder's practices.
- A selection of documentation such as Disclosure and Barring Service checks and the childminder's paediatric first-aid certificate were seen.

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