

Childminder report

Inspection date: 20 March 2025

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

The provision is good

Children show that they feel happy and settled in the childminder's care. Parents report that their babies show excitement as they approach the childminder's home in the morning. Children benefit from secure routines. They respond to prompts, such as hearing the tidy-up song and help tidy away toys. The childminder is skilled at helping children understand the days of the week. Children discuss with excitement which activities they will access with her and on which days.

The childminder designs an ambitious curriculum that prepares children well, overall, for the next stage in their education and school. She plans themes which she explores with children through multiple opportunities to share related books and activities. The childminder supports children to develop their imaginations and play ideas when planning the learning environment. For example, when she notices them using scissors to pretend to be hairdressers she provides additional resources to allow them to extend their ideas.

The childminder is adept at recognising babies' interests and following their cues for interactions. This supports their speech and language development well. For instance, when the childminder notices babies looking at the light fitting, she follows their gaze and says 'light' while pointing and switching it on. Babies realise their actions impact the world and want to repeat them.

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

- The childminder supports children's communication and language skills well. She interacts at the children's level and talks to them as they play and explore. Children benefit greatly from the wide range of books and stories the childminder provides to complement planned activities. Children are chatty and demonstrate confidence in speaking to adults and each other. Babies sing while they play.
- The learning environment is amply resourced, well organised, and broadly meets the needs of children who attend. The childminder takes children to toddler groups and activity centres, where they participate in arts and crafts. However, the childminder does not plan well enough for children to engage independently in mark making during their daily activities, to extend their literacy skills further.
- The childminder frequently interweaves mathematics into children's play. For example, she introduces mathematical language, such as 'half' and 'biggest', while children pretend to make a birthday cake. Children demonstrate their understanding of number when they participate in number songs with the childminder. The childminder uses props and puppets well to support their learning. Children squeal with delight when the puppet crocodile eats one of the fish and use their fingers to show how many are left.

- Children receive ample praise and certificates for their achievements, for example for being kind and encouraging their friends. This motivates children to behave well. Children play well alongside each other. The childminder helps children learn about taking turns during their play with kindness and understanding.
- The childminder helps children to understand about healthy lifestyles. For example, they receive certificates for trying new foods. Children have fun practising their physical skills in the childminder's spacious garden. Older children pull themselves up onto climbing frames. Babies prepare to take their first steps with the childminder's gentle support and encouragement.
- The childminder manages transitions into the setting and then on to school well. She takes time to get to know children before admission and this helps them to settle easily. The childminder develops strong partnerships with schools children attend. She ensures that she understands children's learning in school to support this in her setting. Children experience continuity in their learning.
- Children show that they enjoy learning and remember much of what they are taught. For example, they talk about favourite activities and experiences as they look at the pictures the childminder prepares for them and their parents to view.
- The childminder has an accurate view of her strengths and weaknesses and knows where she would like to improve. Although the childminder recognises that her outdoor area could be enhanced, she has not explored how she can implement improvements to her provision to support children's learning further. She seeks the views of parents to support her evaluations of the provision. The childminder successfully implements some ideas from training, ensuring that the quality of teaching continues to improve.

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:

- focus more on children's early writing development so they can explore this more freely as they play
- implement identified improvements to the outdoor learning environment to encourage the children's imaginary and physical experiences further.

Setting details

Unique reference number	EY410773
Local authority	Hillingdon
Inspection number	10375760
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 May 2019

Information about this early years setting

The childminder registered in 2010. She lives in Ruislip, in the London Borough of Hillingdon. The childminder operates Monday to Friday from 7.30am to 6pm, during term time only. She has a childcare qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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