

Childminder report

Inspection date: 21 May 2024

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 plans and provides a curriculum for the children based on what she wants children to learn. She uses different themes, for example 'National Bee Week' to immerse them in their learning. The childminder adapts activities to take account of children's stage of development and interests. Consequently, children become absorbed in their learning and develop their vocabulary through playful activities. For example, they use the word 'pollen' as they spread desiccated coconut, dyed yellow, over flowers.

Children benefit from outings in the local community. The childminder plans activities to give children experiences that allow them to meet other people and learn about the world around them. For example, they enjoy visiting the childminder's colleague to learn about how she celebrates the festival of Eid.

Children demonstrate a strong understanding of the routines in the childminder's home. For example, they run to fetch their coats and shoes, without being asked, following the daily singing sessions. As a result, children feel safe and secure in the childminder's care, as they know what to expect next.

The childminder works closely with parents and other professionals to ensure a shared approach to children's learning and development. Parents comment on how much their children enjoy the activities and adventures they take part in while in the childminder's care. Since the COVID-19 pandemic, parents no longer enter the childminder's home. The childminder reports that children have settled more quickly in the mornings as a result.

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

- The childminder has a clear vision for the progress she would like children to make on their journey to the next stage of their learning, such as being ready to move on to school. She has made effective links with other professionals involved in the care of children with special educational needs and/or disabilities. She ensures that she follows joint planning to help them make the best possible progress.
- Children make good progress from their starting points. They learn new words and develop early reading skills, such as how to turn the pages in a book. The childminder sensitively interacts with them during their play, commenting on their learning and helping them to remember the things they learned in the past. Young children demonstrate their emerging understanding of mathematics as they comment on the numbers and shapes that they experience during their play.
- The childminder supports children well to develop a love of reading. She

successfully brings stories alive for children by introducing immersive experiences for them, such as play activities or outings relevant to the stories. She has established strong working relationships with parents and other professionals involved in children's care and education. For example, she has introduced 'Maisy's travelling library' to share popular books with parents and schoolteachers. This enables children to enjoy reading favourite books at home and promotes continuity for children's learning.

- The childminder knows the children well and talks confidently about them. She makes accurate assessments of their progress. However, she has not fully considered how the timing of the statutory progress check at age two could be used more effectively, to take advantage of the strong partnerships she has developed. For example, to share information with other professionals from health or, at times of transition, to school.
- The childminder pays careful attention to children to ensure that they are kept safe while eating. For instance, by implementing the latest guidance on how to cut up food to reduce the risk of choking. Children have ample opportunities for fresh air and exercise as they play in the childminder's spacious garden and visit local parks and woodland.
- Overall, the childminder encourages children to be independent, for example she teaches them how to put on their own shoes and coats in preparation for outdoor play. However, the childminder does not plan the whole learning environment as well as possible, so that children can find toys with ease. This does not fully support children's emerging independence and limits their freedom to make decisions and choices about their play.

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:

- review the organisation of the learning environment to support children's emerging independence and decision-making more effectively
- consider the timing of completing the progress check at two years to optimise the impact of partnership working with other professionals.

Setting details

Unique reference number	EY417651
Local authority	Hillingdon
Inspection number	10339200
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	5
Number of children on roll	8
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2010 and lives in Uxbridge, Hillingdon. She operates all year round from 7.30am to 6pm, Monday to Friday. She accepts funding for the free provision of education for children aged two, three and four years.

Information about this inspection

Inspector

Elizabeth Shack

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder through written testimonials.

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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