

Childminder report

Inspection date:

26 April 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy, settled and secure within this outstanding setting. The childminder consistently supports children to develop skills to help them become highly independent and extremely motivated learners. Children are very well equipped for the next stages in their learning journey.

Children communicate exceptionally well at a young age. The childminder skilfully models new vocabulary and excellent sentence structure. Children quickly learn new words, such as 'half', 'cave' and 'footprints', and readily use them in their play. Children openly express their love for stories and engage very well with books that are read to them. This helps to promote children's early reading skills exceptionally well.

The childminder supports children to develop their self-help skills superbly. For example, children keenly put on their own coat, tidy toys and independently wipe their nose and wash their hands. Children are given the opportunity to have a go at more challenging tasks, such as fastening buttons. This enhances children's self-confidence and self-esteem to a high level.

Children's behaviour is exemplary. They show kindness and support to their peers as they are taught the importance of sharing and taking turns through play. As a result, children keenly share toys and regulate their feelings.

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

- The childminder has excellent relationships with children and knows them extremely well. The childminder successfully focuses on children's communication, social and physical skills to help all children make excellent progress. The childminder is highly effective in identifying what children know and can do and what they need to learn next.
- The childminder develops an excellent daily routine to meet children's individual needs. For example, the childminder carefully adapts the schedule of activities around the children's sleep patterns, feelings and interests. As a result, children display extremely high levels of self-confidence as they transition through the daily routine with ease.
- The childminder is exceptionally patient and allows children time to have a go at tasks before initiating further support. For example, when children engage in a threading activity, the childminder verbally supports them with instruction on how to thread the string into a narrow hole. The childminder gives children ample time and encourages them to keep going, allowing children to consistently keep on trying hard until they successfully complete the activity.
- The childminder is consistent in using excellent teaching skills. She models

excellent sentence structure when communicating with children, helping to significantly improve and extend their vocabulary. For example, during snack time, the children learn to use mathematical vocabulary when cutting food into pieces.

- The childminder makes use of superb questioning when teaching. For example, when reading 'We're Going On a Bear Hunt', the childminder asks appropriately challenging questions, allowing children to explain their understanding and teaching new concepts. This supports children to develop their thinking skills.
- The childminder makes excellent use of outdoor areas daily. The children visit local parks and undertake walks in forest areas, which familiarises them with the local area. This prepares them well for future transitions to primary school. Outdoor opportunities are also used to extend learning taught at the setting.
- The childminder provides superb opportunities for children to express themselves freely. For example, during a creative activity, the childminder engaged with children without giving them a pre-existing idea of what she wanted a bear to be. Children focus exceptionally well and consistently show positive attitudes to their learning and play.
- The highly experienced childminder places high priority on professional development and is incredibly dedicated to her role. She purposefully expands her knowledge to provide the best possible care and learning experiences for children.
- The childminder forms close parent partnerships and actively seeks feedback through daily communication books and frequent questionnaires. Partnerships with parents are highly effective in providing continuity in children's learning. For example, parents contribute and comment on assessments made by the childminder. Parents cannot speak highly enough of the childminder's practice, and many comment on the significant progress made with their children's communication and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent knowledge of her responsibility to keep children safe. The childminder completes relevant safeguarding training offered by the local authority and online. As a result, she understands the appropriate processes to follow should she have any concerns about a child's welfare. The childminder describes how she would record concerns and report any concerns to the local authority. Children are explicitly taught how to keep themselves safe throughout the day and are well prepared through regular fire drills. The childminder regularly risk assesses her home and any other environment she takes the children to ensure they remain safe in her care.

Setting details

Unique reference number	EY424626
Local authority	Hillingdon
Inspection number	10280207
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	2 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 September 2017

Information about this early years setting

The childminder registered in 2011 and lives in Ruislip, in the London Borough of Hillingdon. She operates term time only, from 8am to 6pm, from Monday to Friday.

Information about this inspection

Inspector

Samantha Danison

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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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 2023