

Childminder report

Inspection date: 14 August 2024

Overall effectiveness	Good
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The quality of education	Outstanding
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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

Children benefit from an exceptionally strong start to their early education. The childminder is passionate about providing the highest standards of care and learning. She has created a wonderful environment, indoors and outside, to promote children's curiosity. This leads to children becoming highly engaged in a wide variety of interesting activities. These are carefully planned to support children to make progress towards the next steps in their learning. The childminder's expert understanding of children's development and her flare for teaching help create a thrilling environment where children thrive. Parents are overwhelmingly appreciative of the unique experiences their children have with the childminder and her co-childminder.

Children make superb progress. They relish their time outdoors in the inspiring garden. They show curiosity and wonder in their role play as they make potions and 'dinner' in the outdoor kitchen. Children are confident and access an abundance of high-quality and interesting resources to aid their imagination. They have incredible fun in the highly stimulating environment. The childminder provides children with a selection of valuable learning experiences that motivate them to become independent learners. Children demonstrate an extremely good attitude to learning. They concentrate, enjoy the activities and are eager to participate. Children are rapidly learning new vocabulary. The childminder engages children in constant discussion. At lunchtime, she sits with the children. She listens carefully and asks challenging questions. There is a culture of speaking and listening. Children speak about their likes and dislikes. For example, a discussion about what they have for lunch leads to a conversation about different foods. This helps the children to form longer sentences and learn new words.

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

- The childminder plans an exciting and ambitious curriculum that offers challenge. It is based on the children's interests and delivers the 'curiosity approach' to learning. This has a positive impact, and children are motivated and very eager to learn. They make rapid progress in their development as the childminder delivers extensive learning opportunities to broaden their knowledge, based on what they already know. Children acquire the skills they need for successful future learning.
- The childminder evaluates her provision effectively and seeks professional development opportunities to build on her already good knowledge of how young children learn. She explores topics online and seeks the advice of professionals to help support the educational needs of children. She carries out regular 'parent and child feedback' questionnaires to seek the views of those who attend the provision, in order to drive improvement.

- Children move between the childminder's kitchen/diner and playroom when they want to access resources. The childminder has a very large selection of toys and resources in both rooms. Although the superb garden is a good addition to the childminding environment, it cannot be included in the space requirements. There are times when the number of children in attendance and the quantity of extended resources have an impact on the amount of clear floor space available for children to play in.
- Children are beginning to build on their independence skills with support. They learn to wash their hands before mealtimes and begin to use cutlery to feed themselves. The childminder supports children when they are toilet training. She offers lots of praise and encouragement when they begin to use the potty. This helps children to gain the necessary independence in readiness for school.
- Children's communication and language development is supported well. Books, stories and pictures are used as prompts for conversations, and children comment on what they can see. The childminder values the importance of children having access to a wide variety of printed material and text to explore. Children laugh and smile in delight as they snuggle on the sofa to listen to stories.
- The childminder supports children to lead healthy lifestyles. She teaches them about the importance of oral health, encouraging them to brush their teeth every day, and talks about visiting the dentist. She provides children with a range of healthy foods to eat, including fresh fruit.
- Partnerships with parents are strong. The childminder has built up long-standing relationships over many years of looking after their children and siblings. Her home-from-home environment is very much appreciated by parents, who are highly complimentary about the flexible and supportive service she provides.

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 indoor learning environment, including providing sufficient floor space to give children enough room to play and move freely about in.

Setting details

Unique reference number	EY427986
Local authority	Hillingdon
Inspection number	10349156
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 11
Total number of places	18
Number of children on roll	20
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2011. She lives in Uxbridge, in the London Borough of Hillingdon, and works with a co-childminder and three assistants. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a home-based childcare qualification. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Anne Maher

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 on the setting with the inspector.

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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