

Childminder report

Inspection date: 14 January 2020

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 provides a warm and homely environment for children. She nurtures them and gives them reassurance and comfort when they seem unsure of a situation, for example when there is a visitor in the home. Children form strong bonds with the childminder and settle quickly. They explore their environment with enthusiasm and display high levels of emotional well-being. The childminder promotes children's understanding of personal safety from a very young age. For example, she ensures that children have safe spaces to play, and talks to them about clearing away toys to prevent falls. The childminder knows children well. She plans a variety of activities across the curriculum that match children's interests and individual learning needs. Consequently, children make good progress from their starting points. Children have access to a large range of high-quality toys and resources that support their learning and development successfully.

The childminder has clear expectations for children's behaviour. She is a very good role model who encourages children to share, be kind to others and use good manners. Children respond positively and behave very well. The childminder praises children at every opportunity, which helps motivate them to learn.

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

- The childminder supports children's language and communication skills well. She continuously encourages thoughtful and engaging conversations, and children learn to express themselves with confidence.
- Children show a love for books. They ask the childminder to read them their favourite stories and they listen with genuine interest. Children focus for long periods of time when the childminder reads to them.
- The childminder uses ongoing observations to understand the children's achievements, interests and preferred learning styles. She incorporates their next steps in learning into her planning. Overall, this has a positive impact on developing children's knowledge and skills across the prime and specific areas of learning. However, at times, the childminder does not identify opportunities to offer stronger challenges to children in order to routinely deepen their learning.
- Partnerships with parents are strong. Parents commented that they have confidence in the childminder and that their children make good progress in her care. The childminder works with parents to encourage them to support their children's development at home, for instance when toilet training.
- The childminder develops effective relationships with other professionals. For example, she discusses new ideas and compares teaching techniques with other childminders.
- Children are eager to learn. They independently enjoy exploring a variety of age-appropriate resources and activities. For example, older children develop their

creativity by making elephants using recycling materials. Babies use walkers and practise their physical skills.

- The childminder supports children's good health effectively. For instance, she prepares nutritious meals for them. Children learn about good hygiene routines. They know how to wash their hands before and after mealtimes. This helps to prevent the spread of infection. Children of all ages are independent learners.
- Parents receive regular updates on their child's progress and detailed daily information about their child's activities and care routines. The childminder liaises with other settings that children attend to promote continuity in learning.
- Children have daily opportunities to visit places in the local community. For example, they visit the local park and attend weekly playgroups where they enjoy participating in a range of activities.
- The childminder does not make enough use of self-evaluation to identify aspects of her practice that could improve. As a result, she does not have a clear vision of how to improve her service. However, she has a clear view of her strengths.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She clearly understands the indicators that may alert her to a child protection issue, and is confident in her knowledge of the procedures to follow should she need to report a concern. The childminder ensures that she regularly completes mandatory training in first aid and safeguarding, including wider safeguarding issues. Following recent training, she updated policies and procedures, and now monitors children's attendance more rigorously. The childminder assesses risks in her home and on outings to ensure children are safe and secure in her care.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use the process of self-evaluation to highlight more clearly the strengths and weaknesses of current practice, and continually plan for improvement
- use good-quality teaching to identify how children's learning can be deepened even further by providing additional challenge.

Setting details

Unique reference number	EY428374
Local authority	Hillingdon
Inspection number	10074801
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 2011 and lives in South Ruislip, in the London Borough of Hillingdon. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The childminder and the inspector carried out a learning walk, and the childminder explained how she organises her provision.
- The inspector completed a joint observation with the childminder and evaluated the quality of education, including the curriculum.
- Parents shared their views through written feedback, and the inspector took account of these views.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The childminder and children talked to the inspector at convenient times during the inspection.

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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