

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 positively flourish in this exceptionally nurturing setting, where their happiness and development are paramount to the childminder. Children are eager to participate in the rich learning experiences on offer, inside and in the well-equipped outdoor areas. Children relish their time with the childminder. They engage in a superb range of activities and show sustained concentration. Even very young children persevere at activities. Children have access to an excellent variety of fiction and non-fiction books. The childminder reads to children in a way that excites and engages them. For example, she uses different voices to represent pirates when reading stories. Children demonstrate comprehensive attention and listening skills as she reads to them. They accurately predict what might happen next in the story. The childminder is an outstanding role model for children. Along with her co-childminder, she sets very high standards for children's good behaviour. Children learn excellent manners and are consistently kind and polite to the childminder, visitors and each other.

Children with special educational needs and/or disabilities (SEND) are supported to the highest level. The childminder works closely with parents, the local authority and other professionals to ensure a collaborative approach. She swiftly identifies any child who may not be making the best possible progress. She liaises closely with parents to ensure that any gaps in children's learning and development are identified promptly. This helps her to put early interventions in place quickly. The childminder makes sure that no child is left behind and that all children reach their full potential.

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

- The childminder teaches the children in an inspirational way. She meticulously plans an ambitious curriculum for all children. She uses her in-depth knowledge of the children's development to ensure that they make rapid progress in their learning. Consequently, children are motivated, engaged and love discovering their new skills.
- The childminder is a positive role model and has high expectations for all children in her care. Children are familiar with daily routines and respond well to the childminder's requests. For example, they eagerly help her to tidy away the toys when they have finished playing.
- The childminder is extremely inclusive of all children's needs. She carefully observes how children learn. The childminder swiftly identifies any gaps in learning and considers what she needs to do to support children. She uses her robust assessment to ensure that all children achieve the best possible outcomes. Children with SEND are superbly supported.
- The childminder teaches children about good health throughout daily routines

and activities. Children are provided with healthy snacks as they happily sit together at the table. The childminder reminds children about the importance of washing their hands before eating, especially after playing. This helps children to learn how to follow a healthy lifestyle.

- The childminder incorporates opportunities for children to use their counting skills as part of the daily routine. For instance, they use numbers as part of songs and stories when counting pirates, which is linked to the setting's theme of pirates for the week.
- Children move between the co-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, in addition to the quantity of extended resources, has an impact on the amount of clear floor space available for children to play in.
- The childminder continually reflects on her practice and seeks the support of parents to help her improve. For example, parents complete questionnaires about the service provided. The childminder is interested in her own professional development and attends training to update her knowledge and skills.
- Parent partnerships are strong. The childminder takes the time to provide parents with personal and detailed feedback about their child's learning and progress. She collaborates with parents by giving them a range of support and guidance. Parents describe the childminder as 'flexible', 'caring' and 'professional'. They notice their children growing in confidence and becoming more independent.

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	EY432608
Local authority	Hillingdon
Inspection number	10349176
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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 operates her childminding service from her co-childminder's premises in the London Borough of Hillingdon. The childminder works with a co-childminder and three assistants. She operates all year round from 7.30am to 6pm, Monday to Friday. She holds an early years qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector took account of the views of parents in their written comments.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living and working on the premises.

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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