

Mohamed, Roda

Unique reference number (URN): EY433147

Address: 84 North Hyde Road, HAYES, Middlesex, UB3 4NF

Type: Childminder

Registered with Ofsted: 20/10/2011

Registers: EYR, CCR, VCR

Registered person: Mohamed, Roda

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Needs attention

Behaviour, attitudes and establishing routines

Needs attention 

Children do not always have a positive attitude towards their learning. They sometimes disengage from their play as the childminder has not assessed their individual needs effectively and matched activities appropriately. For the most part, the childminder is a positive role model for children in her approach to supporting children's behaviour. She speaks to children softly while letting them know the expectations for how they should behave. As a result, children of all ages generally behave well. The childminder encourages children to be kind to their friends and share and listen to one another. This helps to reduce the likelihood of conflicts.

The childminder engages with families and encourages parents to contact her when children are absent. However, children's punctuality is not always consistent, which does not teach children the importance of good timekeeping or good habits, when preparing for moving on to school.

Inclusion

Needs attention 

The childminder does not consistently identify and assess all children's needs well enough to extend their learning. She does not target support robustly to help children to thrive and make the progress they are capable of. For example, she does not accurately assess children's competence in their communication and language skills, including children with dual language at home. The childminder does not identify when most-able children need further challenge, to prevent them from disengaging from learning. The childminder discusses adequate knowledge of what to do, in the event of a child having special educational needs and/or disabilities or those in receipt of additional funding. She knows which professionals she needs to engage with to help narrow the gap in children's development. However, she has not demonstrated the skills to assess children's needs accurately.

The childminder uses information about a child from parents and ongoing observations to help children to settle in and feel included. She establishes what children like and dislike and what interests them to help children to engage in learning. For example, children with limited

community social interactions have the opportunity to play with new friends and build social skills, ready to begin school.

Urgent improvement ●

Achievement

Urgent improvement ●

Children, including those with special educational needs and/or disabilities, do not achieve well as consideration has not been given to the different rates at which they learn. Children's individual needs are not effectively supported as the childminder does not have high expectations for their learning. As a result, not all children are reaching their full potential. Much of the learning is adult-led, which curbs children's abilities to explore and give things a try on their own or ignite their curiosity. Children are not given enough opportunities to extend their learning to broaden their knowledge and prepare them for the next steps in learning. Children are wrongly identified as having gaps in their learning, such as in their communication. They have few opportunities to practise and extend these skills and, therefore, make insufficient progress from their starting points. This means that children are not well prepared for their eventual move to school.

Children's welfare and wellbeing

Urgent improvement ●

The childminder does not meet some of the requirements of the early years foundation stage to ensure that children enjoy a healthy lifestyle. Children do not always experience daily outdoor play or exercise. The support of physical development is not fully considered. This hinders children's experiences of outdoor play and the benefits, which include fresh air and exposure to nature, so that they develop healthy habits.

The childminder encourages parents to provide well-balanced packed lunches. However, she does not follow current guidance and legislation to ensure she minimises choking hazards or provide parents with this information. This puts children at significant risk of harm. In addition, the childminder has not sought parental permission for the administration of specific medication. This weak practice does not promote children's health and welfare sufficiently. The childminder does not ensure that children's individual and emotional needs are supported consistently, such as those new to the setting.

Children do have some opportunities to build their social interactions and to manage their emotions. For example, children who like role play are given opportunities to use their imagination in the play kitchen to prepare and cook food, learning to share. However, learning is not consistently targeted or fully understood by those working with children so that children can reach their full potential.

Curriculum and teaching

Urgent improvement ●

The childminder does not have a curriculum that is ambitious for every child. Planning for children is aimed for all children and does not consider the individual needs of every child.

Some of the resources available are not age and stage appropriate for the children present. For example, cause and effect toys for babies are offered for toddlers and pre-school children with no targeted interactions to extend learning. In addition, some activities do not consider the abilities of children, for example phonics is aimed too high for children who are in the early stages of mastering the basic concepts of phonics. Children are not learning in sequence. Children have limited choices in their play, which hinders spontaneity and extension of learning. The playroom in which children learn has not been well thought through or arranged so that children are excited by learning. For example, not all 7 areas of learning have been fully considered so that children have rich and engaging learning experiences.

The childminder is introducing routines for children who are newly attending, such as how to take their coat off and how to wash their hands before mealtimes. This helps to support children's independence and good health habits. The childminder explains that outdoor learning supports physical development, however, this is not provided daily, which hinders children's gross motor skill development. In addition, children are not exposed to the weather elements that help them to build an understanding of the world around them. Children hear vocabulary during the day through conversations. However, children do not experience a range of learning experiences that repeats, embeds and extends language. This means that children are limited in their learning for communication and language. Children are exposed to books, however, they are not accessible to children throughout the day. Children do not develop a love of books as storytelling is adult-led and not initiated by children.

Leadership and governance

Urgent improvement ●

The childminder does not consistently act to support the best interests of every child. Failure to meet some of the safeguarding and welfare requirements and gaps in knowledge of the revised early years foundation stage means that children are at significant risk of harm. The childminder has not ensured that all records are in place, for example maintaining a daily attendance record. She has not ensured she has appropriate car insurance for when she transports children. The childminder is not ambitious enough with her expectations for every child. She does not recognise weaknesses in the intent and implementation of the curriculum to support them to thrive and grow to their full potential.

Staff receive some training to help them carry out their role. However, the childminder does not keep a record of this to efficiently monitor their skills and be assured she is meeting early years foundation stage requirements. Furthermore, the childminder completes some training, such as in areas to support communication and language. However, the learning from this training is not put into practice or implemented effectively. Weaknesses in the communication and language curriculum mean that children are not exposed to learning that can develop their vocabulary skills to the highest standards. Parents state that the childminder has regular conversations with them, and they feel their children are happy to attend.

⊗ **Compulsory Childcare Register requirements**

This setting has not met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

⊗ **Voluntary Childcare Register requirements**

This setting has not met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

The childminder has a number of breaches of the requirements of the early years foundation stage, which hinders the safety and learning and development of children. The childminder does not keep records of her staff's training, including paediatric first aid. As a result, we cannot be assured that assistants who transport children to and from school alone have mandatory training to support them in the event of an emergency. Equally, the childminder transports children to and from school by car, but she does not have the appropriate car insurance in order to carry out this task. The childminder's record keeping is not robust. Parental permission for specific medication is not sought along with medication dosage and

frequency. She does not keep a daily attendance record for all children. This does not help in safeguarding children or the childminder.

Children have limited choices in the learning environment. They do not receive consistently positive interactions that extend their learning and encourage independent explorations. Children do not have daily outdoor learning experiences to support their wellbeing and physical development. This does not help children to thrive and be curious in their learning.

Children receive a warm welcome from the childminder, who shows kindness towards each child. The childminder begins the day by speaking with parents on arrival to find out if there are any changes, which may impact a child's day. This helps to support children's emotional wellbeing and helps children to feel safe and secure. The childminder has high expectations of children's behaviour and reminds them to 'be kind' to their friends and encourages them to take turns. For example, as children print letters of the alphabet with stamps, they learn to wait as their friends take their turn. The childminder supports children to understand how to share, which builds their understanding of social skills.

Next steps

The provider is not meeting the requirements of the Early years foundation stage and Childcare register and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to have taken the following actions by the assigned date:

Action	Completion Date
ensure that assistants have valid paediatric first-aid training and that you have a record of this on request	27/01/2026
ensure that you seek parental permission for all medication administered, including the name, dosage and frequency	27/01/2026
ensure that food is prepared for children to prevent choking	27/01/2026
ensure that children have daily outdoor experiences	27/01/2026
ensure that if children are transported by car, that you have business use car insurance	27/01/2026
ensure that a daily record of attendance is kept for all children, including their hours of attendance	27/01/2026

To meet the requirements of the Early years foundation stage and Childcare register the provider must take the following actions by the assigned date:

Action	Completion Date
ensure the curriculum is ambitious, sequenced and considers the individual needs and development of all children	13/02/2026
ensure the curriculum and interactions develop language skills and extend vocabulary for all children	13/02/2026

About this inspection

The inspector spoke with the childminder, children and parents 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.

Inspector:

Jacqueline Halpin

About this setting

Unique reference number (URN): EY433147

Address:

84 North Hyde Road
HAYES
Middlesex
UB3 4NF

Type: Childminder

Registration date: 20/10/2011

Registered person: Mohamed, Roda

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday : 08:00 - 19:00

Local authority: Hillingdon

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 13 January 2026

Children numbers

Age range of children at the time of inspection

2 to 14

Total number of places

6

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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