

# Childminder report

---

Inspection date:

22 September 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive in the childminder's friendly and welcoming setting. They develop secure bonds with the childminder and show that they feel safe in her nurturing care. Children confidently make choices and share their wishes with the childminder. They demonstrate that they enjoy her company as they invite her into their play. The youngest children enjoy cuddles with the childminder when they require reassurance.

The childminder has high expectations of the children and encourages them to be independent. Consequently, children progress well and acquire skills and knowledge to support the next stage of their education, such as school. For example, children learn to follow routines and instructions, develop good social skills and learn to manage their personal care needs.

Children are confident learners and there is a good selection of interesting resources for them to engage with. The activities are challenging and are thoughtfully planned around their interests. Consequently, children are excited to learn and become deeply engaged in activities. For example, older children concentrate intently as they spoon rice into bottles to create shakers. Toddlers explore a box of percussion instruments and are curious about the sounds that they can create. Children then come together to combine their interests during a lively song and dance session.

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

- The childminder is passionate about the high levels of care and education she provides for children. She undertakes a variety of development opportunities to enhance her professional knowledge and improve the outcomes for children. For example, she explains how training has helped her to support children's oral hygiene. The childminder also networks with other childminders to share ideas and discuss good practice.
- The childminder has clear aims for children's learning and offers a broad curriculum. She provides a variety of learning opportunities and her teaching is generally good. However, she could do more to support children to explore their own ideas and ways of doing things during activities. This would give children the opportunity to extend their learning even further.
- Children benefit from access to a wide selection of books to help promote their love of literature. They regularly look at books independently and enjoy sharing favourite stories with the childminder. The childminder uses characters and themes from books to provide interesting activities which extend children's knowledge. For example, she uses a story about a hungry caterpillar to support children's understanding of healthy eating.

- The childminder provides a language-rich environment. She constantly engages children in conversations and encourages their speech. The childminder makes good use of repetition to support children's pronunciation and help them to learn new words. Consequently, children become confident to express themselves. They chat away happily as they play and display a broad vocabulary.
- Children behave well. They play happily alongside their friends and respond well to gentle instructions. Children cheerfully follow the routines in place and gladly assist with tasks, such as helping to sweep up after a messy activity.
- Children have plenty of access to fresh air and exercise, to support their physical health and well-being. The childminder ensures children's physical skills are very well supported. For example, children dance, move and respond to music. The childminder works in partnership with parents to ensure that children's packed lunches are healthy and nutritionally balanced.
- Children gain valuable experiences and learn about the community they live in. The childminder teaches them about important services, such as libraries and public transport, and encourages them to value and respect the people who help us. Children have opportunities to experience the wonder of the world by going on regular outings. For example, they learn about the changing seasons as they explore local parks and marshlands with the childminder.
- The childminder ensures that she communicates regularly with parents. She shares her observations of children's learning through photos and daily conversations. Parents give excellent feedback on the childminder's service and describe the warm relationships that children build with the childminder and her family. They appreciate the activities and outings that the childminder provides to enhance their children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding and children's welfare are high priority for the childminder. She keeps up to date with safeguarding training to help her keep children safe. The childminder has a good understanding of the possible signs of abuse. This includes safeguarding issues such as domestic violence and radicalisation. She understands the procedure to report any concerns about children to the appropriate agencies. The childminder also knows what to do if there is an allegation made about her or a member of her household. The childminder uses risk assessments effectively to help keep children safe in her home and when on outings.

## What does the setting need to do to improve?

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

- provide children with plenty of opportunities to practise skills and explore activities using their own ideas, to extend their learning even more effectively.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY445172                                                                          |
| <b>Local authority</b>                             | Hillingdon                                                                        |
| <b>Inspection number</b>                           | 10235738                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 7 October 2016                                                                    |

## Information about this early years setting

The childminder registered in 2012. She lives in Ickenham, in the London Borough of Hillingdon. The childminder offers childcare from Monday to Friday, 7.30am to 5.30pm, during school term times.

## Information about this inspection

### Inspector

Sarah Crawford

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision for children.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that relevant documentation, such as her paediatric first-aid qualification, was available for the inspector to view.
- The inspector took account of parents' written feedback. She also observed and spoke to children, to find out about their experiences with the childminder.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022