

Childminder report

Inspection date: 12 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children develop high levels of independence, through the consistent daily routine. For example, toddlers, remove their coat on arrival, place it on the peg, take their shoes off and sanitise their hands. They make choices about the toys they play with, which is supported through the well-organised and inviting play environment. Children get excited singing songs and following simple actions. They indicate which song they want to sing by choosing the picture painted on decorated stones.

Children's emotional needs are exceptionally well supported by the childminder, who has high expectations for each and every child. Throughout the day children demonstrate they feel safe. For example, they enjoy lots of cuddles, group hugs and positive praise. The childminder speaks to children sensitively and provides a nurturing environment, where they flourish. Children develop confidence, being around other people and demonstrate this through sharing toys with visitors.

Children develop and strengthen their large and small motor movements, through a wide range of activities. They push the doll in the buggy, climb the slide in the park and go on daily walks. Children concentrate during their play, they tip and pour water and explore scented play dough, using rolling pins and cutters.

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

- The childminder is highly motivated and consistently seeks to build on and improve her professional development. She attends numerous webinars throughout the year, which extend her skills and knowledge. The childminder actively seeks out information on child development and creative ways to plan and provide a challenging early years curriculum.
- A wealth of exciting activities target and support children's learning. The childminder focuses on developing children's confidence, communication and physical skills. She offers creative ways of learning, using children's interests. This develops a positive attitude to learning and an eagerness to explore and investigate.
- Detailed information is gathered on each child when they begin their placement. The childminder discusses this with their parent and completes her own observations to gain accurate starting points. The childminder uses this to plan and provide targeted support to enable children to make excellent progress in their development. Children's achievements are carefully monitored to identify any gaps in their skills and knowledge.
- Trusting relationships are developed with parents. They are provided with a detailed overview of what their child has been doing throughout the day. This enables parents to feel fully involved in the care of their child. Parents comment, 'the childminder's calm and nurturing care keeps our children safe, and her

experience shines through'. For instance, she helps parents support their child's feelings and how to communicate effectively. The childminder works in partnership with other professionals to provide consistency in children's care and learning.

- The childminder successfully develops children's confidence and their social skills. They have access to local play groups to socialise with other adults and children. The childminder has high expectations for all children. She teaches them to respect each other and learn good behaviours throughout the daily routine. Babies demonstrate they understand those rules. They turn the pages of the book during story time, call out their friend's name, and wait patiently for them to take their turn.
- Children's communication and language is skilfully promoted, throughout the day. The childminder takes every opportunity to describe what the children do, to link actions to the words spoken. She finds out key words in their home language from parents to help her understand and meet the needs of children, who speak English as an additional language. The childminder provides fun opportunities for children to learn about different festivals throughout the year, to learn about their own culture and that of others.
- The childminder encourages children to develop a love of books. She provides trips to the library and encourages parents to share their child's favourite book with her. During role play, children extend their vocabulary while making pretend food, they learn new words such as, 'salami', 'pitta bread' and 'egg yolk'.
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Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust knowledge and understanding of how to safeguard the children in her care. She regularly updates her training, including the wider aspects of child protection. The childminder vigilantly supervises children, for instance, she ensures when children eat their food it is cut into small pieces to prevent choking. She monitors sleeping children, via a camera in addition to physically checking on them. Premises are assessed before children arrive and throughout the day. This ensures the environment remains suitable for use. The childminder supports parents in keeping their children safe while online. For example, sharing safety precautions, such as parent controls.

Setting details

Unique reference number	EY445194
Local authority	Hillingdon
Inspection number	10235740
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 October 2016

Information about this early years setting

The childminder registered in 2012. Her service is open from 8.00am to 6pm, Monday to Friday all year around, except family holidays. The childminder receives funding to provide free early years education to children aged two, three-and four-years-old.

Information about this inspection

Inspector

Maria Conroy

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account parents written views provided in sealed envelopes.

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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