

Childminder report

Inspection date: 19 December 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children have a positive attitude to learning and are eager to be involved in the activities provided. They explore play dough and enjoy singing along to popular nursery songs. Children appreciate good stories being read to them, which encourages them to explore different sounds. Babies babble to copy sounds, supporting their communication skills effectively. Older children make interesting comments and share their ideas of what might happen next. Children show care and consideration for others. For example, older children wait patiently until the younger ones have finished their lunch before leaving the table. This shows good behaviour.

There are high expectations for children's learning. As a result, children flourish in this warm and welcoming environment. Babies separate quickly from their parents, which show that they feel safe and secure. They practise their crawling and early walking steps with perseverance. Babies develop strength and good balance. Older children are developing into mature and responsible learners. They speak with notable confidence and are able to demonstrate what they know and can do. For example, older children use their mathematical skills to count objects reliably. They also tell the inspector happily that 'painting is one of my favourite activities'.

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

- The childminder makes precise observations and assessments of children's learning. She uses the information collected to design a curriculum to help children to make good progress. In particular, the childminder is very good at using props to bring songs and stories alive. This motivates children to get involved, supporting their communication and language development effectively.
- The childminder teaches children about similarities and differences between themselves and others. For instance, she organises various outings to enable children to make friends, supporting their social skills. The childminder has also made great efforts to laminate photos of children's individual family members and pets. Children delight in looking at and recognising people that are significant to them, raising their sense of belonging.
- The childminder plans opportunities for children to develop their growing independence skills. For example, she encourages older children to manage their personal care. At mealtimes, children are able to cut fruit and feed themselves, supporting their social and personal growth.
- Partnership with parents and other early years providers is promoted well. Parents praise the quality of care and education their children receive. They appreciate how happy and settled their children are with the childminder. Parents find that they are fully informed about all aspects of their children's care, learning and development. This strong partnership benefits children well.

- The childminder follows good hygiene routines, such as handwashing and nappy changing, to support children's health. She reminds children to drink lots of water throughout the day. On some occasions, the childminder does not make effective use of opportunities to raise children's understanding of healthy options and the effect that food has on the body.
- The childminder completes training, such as safeguarding and first aid to protect children's welfare. She also liaises with other childminders to keep her knowledge of child development up to date. However, the childminder needs a sharper focus to identify what she needs for her professional development to raise the quality of teaching further.
- Since the last inspection, the childminder has fully involved parents and children to evaluate the quality of the provision. For instance, she seeks the views of parents through verbal feedback and written questionnaires regularly. In addition, the childminder talks to children about what they enjoy and observes their reactions to experiences. As part of continuous improvement, the childminder wants to increase the number of non-fiction books that are made available to children. This is to support children's love of books even more.
- The childminder, who is friendly and approachable, gives children lots of praise for their efforts. She is very loving and caring towards the children. This supports children's emotional well-being effectively. As a result, children display a positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She completes regular training about safeguarding and knows what to do if she is concerned about a child's welfare. This includes should the childminder suspect that a child is being exposed to extremist views or behaviour. The childminder has clear procedures to follow should an allegation be made against herself. Children learn about their own safety, for example, by taking part in regular fire drills. They receive good levels of supervision, which enables them to play safely.

What does the setting need to do to improve?

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

- make more effective use of opportunities to raise children's understanding of healthy options and the effect that food has on the body
- focus sharply to identify what is needed for professional development to raise the quality of teaching further.

Setting details

Unique reference number	EY450343
Local authority	Hillingdon
Inspection number	10235891
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Hillingdon. She offers her service each weekday, from 8am until 5.30pm, throughout the year. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the setting 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 inspector held discussions with the childminder and parents at appropriate times during the inspection. She also interacted with the children.
- The childminder showed the inspector around the setting and explained how she delivers the early years curriculum. She told the inspector how she supports children's learning and development.
- The childminder and inspector evaluated a planned activity together and discussed the impact it has on children's learning.
- A range of required documentation, including the childminder's training and suitability checks were sampled 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022