

Childminder report

Inspection date: 10 June 2025

Overall effectiveness	Good
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The quality of education	Good
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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 are happy and comfortable in the childminder's home. They move freely around and choose how they want to play. Children learn how to be kind and to play cooperatively with one another. The childminder plays alongside children and reminds them about good behaviour. Children behave appropriately for their age. They are learning to take turns and to share resources. Children anticipate what they will be doing next, which shows they are familiar with the routines. The childminder provides children with lots of praise and encouragement.

Children are keen to learn. They concentrate well on things that interest them. For example, at story time, children are excited to listen to 'The Very Hungry Caterpillar', as the childminder makes the story as interactive as possible using props to aid the storytelling so that all children are fully engaged. The childminder explains the meaning of a range of new words as children play, such as 'cocoon' from the story. Even the youngest children experiment with new words learned and can be heard repeating them over and over. Later, children recap on the details of the story, talking about the fruit eaten by the hungry caterpillar as they eat snack. The childminder promotes children's communication and language skills effectively.

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

- The childminder focuses her curriculum on developing children's communication and language skills and their social interactions. She uses her knowledge of children's starting points to organise and plan the curriculum and the learning environment. She uses information from parents when children join the setting to plan for children's next steps and individual learning goals.
- The childminder is exceptionally calm and patient, encouraging children of all ages to play together. She clearly enjoys their company, laughing and joining in with them at all times. All children benefit from the childminder's skilful differentiation of activities and opportunities. For example, she ensures that the very youngest children are completely involved in play.
- The childminder focuses on supporting children's literacy skills by linking planned activities to familiar stories. For instance, children thread wooden food beads onto string and then check the 'hungry caterpillar' book to see if they have the same items as in the story. These opportunities help to further develop children's early literacy and love for books.
- Children are encouraged to be independent. For example, they know that they need to wash their hands before eating or after visiting the toilet. The childminder helps children understand expectations around behaviour. She role models good manners, such as saying please and thank you. Children are supported to take care of their toys and tidy up.
- The childminder supports children to understand the world around them. She

takes time to explain concepts and ideas with children, and they regularly explore their local community. The childminder plans activities to reflect some cultural festivals and seasonal celebrations, such as Chinese New Year. However, opportunities for children to gain knowledge about similarities and differences between themselves and others in communities and families beyond their own are not yet fully developed.

- The childminder ensures that her interactions with children promote their communication and language skills. Children explore books and enjoy singing along to familiar nursery rhymes. The childminder asks children lots of questions, supporting them to use their spoken language. In response, children also ask lots of questions. This enhances their language and understanding and supports them to be inquisitive learners.
- The childminder provides opportunities for children to sing, dance and enjoy rhymes and books at the setting. However, they do not consistently have as many opportunities to explore books in different environments, including the local library, for example.
- Partnerships with parents are strong. Parents speak highly about the quality of care and education the childminder provides. They explain that the support and feedback they receive is good, and the childminder communicates well about their children's day, learning and development through messages and photo updates. Parents explain how children settle quickly and form strong bonds with the childminder after their induction.

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:

- extend learning experiences to help children to understand and value similarities and differences between themselves and others in the community and wider world
- expand opportunities for children to experience books in different environments to support their developing literacy even further.

Setting details

Unique reference number	EY456844
Local authority	Hillingdon
Inspection number	10388738
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Ruislip, in the London Borough of Hillingdon. She operates Monday to Thursday from 7.45am to 6.30pm, all year round. The childminder provides government-funded childcare for eligible children.

Information about this inspection

Inspector
Anne Maher

Inspection activities

- The childminder showed the inspector the areas of her home used for childminding. She explained how she provides a safe and suitable learning environment and caters for children's individual needs.
- The inspector observed a range of routines and activities to help evaluate the quality of education and the impact on the children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also observed and spoke to children to help assess their experiences in the setting.

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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