

Childminder report

Inspection date: 13 July 2022

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	Met
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What is it like to attend this early years setting?

The provision is good

Children new to the setting benefit from the information shared between their parents and the childminder. During settling in sessions children receive a warm welcome and responsive care, which helps them to settle quickly. They enjoy snuggling into the childminder to listen to a story. Children grow in confidence as they explore the environment and find activities the childminder has carefully chosen for them. They invite the childminder to play with them. For example, they hold out resources or point to toys.

Children build on their early physical skills. For instance, they learn to push bricks together to join them and build. Young children enjoy repetitive behaviour. They transport toys from one place to another developing understanding of how things work. For example, they enjoy taking out and putting play dough back into pots and pushing on the lids. Children learning English as an additional language use their home language in play and conversation with the childminder. They learn words in English while they play and the childminder describes what they are doing. Children learn to manage their behaviour. For example, they learn not to throw toys but to look after them. Children learn about keeping healthy. For example, they receive prompts from the childminder to drink lots of water because it is a hot day.

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

- The childminder gathers information from parents when their children first start. She finds out what children like, dislike, and know and can do at home. She uses this information to provide resources and activities which will support their development. The childminder knows she must complete an assessment for children and share it with their parents when they are two-years-old.
- Children are developing their independence. For example, they help to hold the hose to fill the water tray and later transport the water in buckets into a dolls bath. The childminder talks to children while they play. They learn early mathematical language for volume and capacity while they fill and empty containers. Children learn that some of their actions cause something else to happen, such as pouring water over a wheel to make it turn.
- The support for children's developing language is good. The childminder describes what children are doing, for instance, 'pat', 'squash' and 'roll' while they work with play dough. She shows children how to push the rolling pin back and forth, pat the dough to flatten it and use a knife to cut the dough into pieces.
- The childminder shows children how to hold and use a range of implements to support early writing. For example, they make marks with crayons on paper, use brushes to paint and draw with chalk on the patio outside.

- Children enjoy pretend play. The childminder sensitively joins in as they play in a tent. She shows them how to turn on a lamp, teaching them how a switch works. Children feed dolls with a bottle. The childminder builds on the play asking children, 'Is it time for baby to sleep?' Children cover the doll with a blanket and pat them.
- The childminder has not notified Ofsted of the birth of her youngest child. This is a requirement of registration. However, all other household members are known to Ofsted and have suitable checks. The childminder has agreed to notify Ofsted of her child's details. There is no impact for the children attending.
- The childminder recognises she will benefit from professional development to enhance her knowledge. There are times when she does not sequence children's learning. For example, she tries to teach skills that some children are not ready for, such as learning letter names before they have a strong vocabulary and can use full sentences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes visual risk assessments and supervises children closely to keep them safe in her home. She has a good understanding of child protection. She recognises signs that may indicate a child is at risk and knows how to report any concerns. The childminder aware of the risks older children may come into contact in the community. She is confident to talk to children, for example, about grooming online and drugs. The childminder knows to contact the local authority designated officer if she received an allegation about her or the family. The childminder keeps children safe in and out of the home. For example, she uses safety equipment, such as stairgates to prevent access to the kitchen.

What does the setting need to do to improve?

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

- broaden opportunities for professional development, to enhance skills in the implementation of a carefully sequenced curriculum to help enhance teaching and build on children's learning more accurately
- update knowledge and understanding of what must be notified to Ofsted.

Setting details

Unique reference number	EY461083
Local authority	Hillingdon
Inspection number	10104646
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	25 May 2016

Information about this early years setting

The childminder registered in 2013. She lives in Hayes, in the London Borough of Hillingdon. The childminder is available to work weekdays for most of the year.

Information about this inspection

Inspector

Ruth George

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, 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.

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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