

Childminder report

Inspection date: 2 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. Children have established strong bonds with the childminder, which helps to support their emotional well-being and to manage their own feelings. Children explore the toys and resources the childminder provides for them so they feel relaxed and positive as the day starts. The children enjoy joining in with songs and action rhymes. For example, in an animal rhyme book, the children laugh when the porcupine is asked a question, 'Are you tickly?' and he says, 'No, I'm prickly.' They join in with the different sounds of the animals, making them giggle with delight. This helps children to learn new vocabulary and rhythm of the language.

Children behave well. The childminder sets clear boundaries for good behaviour. Children respond to the childminder's high expectations to take turns and share resources during play. They listen and follow simple instructions, such as bringing their water bottles to the table or to tidy up the toys. They are becoming resilient and persevere with activities, as they are pleased to have a go with lots of support from the childminder. They receive positive praise from the childminder when the task is completed. Children learn the skills they will need when they go on to school.

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

- Partnership with parents is strong. Parents comment that their children are happy and safe with the childminder. The childminder shares information with parents regularly about their children's development. For example, she completes a link book every day to keep them updated. The childminder gathers detailed information from parents about what children know and can do when they first start with her. She works with professionals, teachers and parents to ensure that children get the support they need.
- The childminder is enthusiastic about children's learning outdoors. Children have daily access to fresh air and exercise in the garden or by going out to the local parks and soft-play areas. They learn to jump and climb and to manage their own risks as they do this. The childminder plans regular visits to meet with other childminders and visits local playgroups for children to play and meet friends. This helps to promote opportunities to build children's social development.
- The childminder observes the children's learning across all the different areas of development. She plans a range of interesting experiences for all of the children. However, the childminder does not always organise activities and resources sufficiently to extend children's individual learning as much as possible.
- The childminder knows how to support children if there are concerns that they are falling behind in their development. She has accessed some training to keep her knowledge up to date. However, she has not focused on identifying

professional development opportunities to extend her teaching skills even further.

- The childminder incorporates mathematical learning for the children through different activities. For example, children play with a number fishing game or stick different-sized shapes onto containers. Young children explore a range of interactive toys with colours and sounds.
- Books are important to the children, and they can choose stories to read together. They love lifting the flap on the page to reveal the picture. The childminder uses lots of expression while reading to them, pointing at words and pictures to the children. She asks them simple questions that they can understand. They go to the local library regularly to choose favourite books.
- Children enjoy mark making with crayons and the childminder encourages them to talk about what they have drawn. The childminder supports children using scissors for cutting. This all helps to strengthen their hand muscles for future literacy skills.
- Children learn about healthy lifestyles and to develop self-care skills. For instance, they learn to use the toilet independently and the importance of washing their hands. Parents provide healthy snacks and lunches for the children and the childminder talks to the children about what they are eating. She encourages children to clean their teeth regularly and explains the importance of visiting the dentist.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding. She knows the signs and symptoms that may indicate a child is at risk of harm, including an understanding of the 'Prevent' duty. The childminder knows how to report concerns to the relevant local safeguarding partners, including if an allegation has been made against her. She keeps her knowledge up to date by attending safeguarding training. The childminder makes effective use of risk assessments to help keep children safe, indoors, outdoors and on any outings. She keeps her house clean and safe for children to play and learn in.

What does the setting need to do to improve?

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

- review the organisation of resources and activities to support children's individual needs and to ensure learning can be maximised
- seek wider professional development and training to strengthen the quality of teaching to the highest level.

Setting details

Unique reference number	EY461585
Local authority	Hillingdon
Inspection number	10236153
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	6
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Uxbridge, in the London Borough of Hillingdon. She offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She receives funding for the provision of early years education for children aged two, three and four years.

Information about this inspection

Inspector

Linda Lockie

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 their evaluation of the provider.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included relevant policies and evidence of the paediatric first-aid certificate.
- Parents shared their views and the inspector took these into account.

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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