

Childminder report

Inspection date: 12 February 2020

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

The childminder provides homely play spaces that arouse children's curiosity. Children settle quickly and enjoy imaginary games. They are inquisitive and find additional resources to add to their play. Children have a warm relationship with the childminder and confidently chat to her. The childminder teaches children how to keep safe. For instance, children know the procedures for evacuation of the home in an emergency. Children learn the rules and boundaries. They understand they must share some things with their friends. The childminder works closely with parents. When children first start, she finds out from parents what things are important to their child, such as special toys and stories. The childminder shares updates daily with parents. She recognises what children can achieve and sets challenges to build on what they know and can do. All children, including those who receive funding, make good progress. The childminder puts aside some of the funding to buy additional resources and visits to soft-play centres, for example. This contributes to the enhancement of children's physical development, as they learn to climb on large apparatus. The childminder reflects well on her practice. For instance, she identified training to support the development of children's physical skills and uses her acquired knowledge to help children use simple tools effectively.

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

- Children enjoy listening to and joining in with familiar stories. The childminder encourages them to recall and tell stories from their previous knowledge. Children confidently recap and tell the story in their own words. They say, 'He eats all the food and is going to have a tummy ache.' The childminder builds on children's understanding of nature, growth and changes over time. They talked about a caterpillar making a house called a 'cocoon', and the childminder asked questions to extend children's learning, such as 'What did the caterpillar do next?'
- The childminder assesses what children can do. She plans experiences to build on their learning to help them progress. Sometimes, children are not interested and the childminder misses opportunities during children's spontaneous play to introduce the planned experience to enhance their learning.
- During a play dough activity, the childminder introduces the language for colour, size and length. Children enjoy sorting the play dough and put the red play dough into a pot with a red lid. They use their physical strength to roll out the dough to make big and small biscuits. Children are beginning to use words correctly to describe their biscuits, such as 'Mine is the biggest.' The childminder helps children to pronounce words correctly. This is evident when children say they have made long 'sparrhetti' and the childminder repeats back, 'Wow, long spaghetti.'
- The childminder helps children to understand good hygiene procedures. This

becomes apparent when children make a link with snack time, hold up their hands and say their hands are not dirty. The childminder explains to the children that they have been playing, so must wash their hands to make them clean.

- Overall, the childminder prepares children well for moving on to nursery school. They are confident communicators, develop control and coordination in the small movements they need for early writing and behave well. On occasion, the childminder does things for the children that they could do themselves, such as wiping their noses and washing their hands.
- The childminder helps children to take turns and to share. She illustrates this when children want all the blue play dough. The childminder says, 'I am sharing with you, sharing is caring.' Children respond by sharing the blue play dough with her.
- Children learn about the lives of people who are familiar to them. The childminder values children's home beliefs, such as attendance at the mosque and celebrating Eid. She takes children out to learn about the different places people worship, for instance, a church.
- Children are imaginative and express their experiences through role-play activities. They make cakes, referring to a hot saucepan, and put the saucepan in the freezer to cool down. Children enjoy listening and moving to music. The childminder plays the tambourine and sings. Children join in, swaying to the music and playing shakers in time to the rhythm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular risk assessments to identify and minimise hazards in her home and outside. For instance, she checks the garden to make sure nothing has blown into it. This contributes to keeping children safe. The childminder understands that children's needs always come first. She recognises the possible signs that may indicate a child is at risk of abuse or neglect. The childminder is aware of wider safeguarding issues. This is evident when she talks about children expressing extreme views or revealing friendships that suggest persuasion into criminal activity. The childminder knows how to report any concerns to protect children's welfare.

What does the setting need to do to improve?

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

- use children's spontaneous play and interests more effectively to enrich their learning experiences and extend their progress even further
- give children the opportunity and time to do things for themselves to further develop their independence.

Setting details

Unique reference number	EY464510
Local authority	Hillingdon
Inspection number	10104648
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 April 2016

Information about this early years setting

The childminder registered in 2013. She lives in Hayes, in the London Borough of Hillingdon. The childminder cares for children from Monday to Sunday. She provides flexible hours to meet parents' working hours and shift patterns, all year round. The childminder receives funding to provide free nursery education for children aged three years.

Information about this inspection

Inspector

Ruth George

Inspection activities

- The inspector and the childminder discussed children's development and the progress they have made.
- The inspector sampled documentation, including the childminder's qualifications and children's attendance records.
- The inspector and the childminder discussed children's development and how their learning is planned and assessed.
- The childminder evaluated the effectiveness of an activity with the inspector.
- The inspector discussed safeguarding children with the childminder.

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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