

Childminder report

Inspection date: 23 March 2023

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 separate easily from parents and handover information is exchanged with the childminder at the doorstep drop-off and collection. Children quickly find activities as the childminder's sitting room is set up with a home corner and a range of toys and books that they can access for themselves. Each day the childminder plans and attends social activities with the children in her care. She is part of a childminding group that arranges both indoor and outdoor events to enable children to mix with others of a similar age or stage of development. In the summer, full days are spent outdoors with visits to farms, parks and places of interest to the children.

Children sit to confidently join in songs about the days of the week and the weather. The childminder uses the activity to enable young children to choose their favourite songs and books to read. She quickly picks up on words or actions children make, reinforcing the social interaction and maximising their enjoyment. Young children are rewarded for their participation by praise and clapping at the end of each rhyme. Children smile, laugh and join in the clapping, proud of what they can do.

The childminder manages children's behaviour well. She interacts easily with children, passionately promoting their awareness of their own bodies. For example, she asks children if they would like a hug before offering physical comfort and enables them to identify and complete self-care tasks independently.

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

- The childminder has created a warm and welcoming environment. To support children moving into the setting, she obtains as much information as she can from parents. Activities are planned taking children's likes and interests into consideration. Children happily explore their surroundings. The childminder is caring and nurturing towards children, which helps to successfully support their emotional well-being.
- The childminder uses observations effectively to assess each individual child's level of development. She works with parents to identify next steps and how new learning will be taught. For example, plans to toilet train are devised and agreed with parents. The plan is implemented jointly to ensure children benefit from consistent expectations and make progress.
- Children hear lots of spoken language. The childminder gives them a running commentary on what they are doing. She repeats sounds made by very young children to support playful interactions. The childminder speaks to children in English, threading in key words in Somali to support those who speak English as an additional language.

- Children with special educational needs and/or disabilities are well supported. Prescribed therapeutic programmes and strategies are incorporated into daily routines. Relationships are developed with professionals and other settings children may attend, to ensure children make the best possible progress.
- Children's behaviour is very good. They listen and follow directions given by the childminder. Young children have time to process requests as speech is supported by gestures and objects of reference. For example, the childminder shows children a cup to indicate it is snack time. Children quickly make their way to the door to wash their hands in preparation for their fruit and drink.
- The childminder keenly promotes ways to help children keep themselves safe. She is committed to supporting children to develop their awareness of personal space and boundaries. She gives children choices, asks permission, and seeks their opinion to develop their self-confidence and promote well-being. The childminder, on occasions, does not develop conversations effectively to extend children's understanding of healthy lifestyles.
- The childminder uses parent and child questionnaires effectively, as well as self-evaluation, to review and monitor the quality of her provision. Areas where improvements can be made are identified. The childminder works consistently with parents, attends training and seeks advice from other childminders to develop her practice further and improve outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a wide range of knowledge relating to safeguarding issues that may impact on the children and families using her services. She is dedicated to keeping children safe and is aware of what she would do if she were concerned about a child suffering or likely to suffer harm. When planning activities and trips out for children, the childminder ensures she has everything she may need to safeguard children and continue to meet all their care needs. Her planning for trips outside her home includes robust checks to ensure the places they visit are suitable for the children she cares for.

What does the setting need to do to improve?

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

- develop the support provided to raise children's awareness of how to maintain good health.

Setting details

Unique reference number	EY471555
Local authority	Hillingdon
Inspection number	10280332
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 13
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 September 2017

Information about this early years setting

The childminder registered in 2014. She lives in Hayes, in the London Borough of Hillingdon. The childminder operates on weekdays from 8am to 6pm, all year round, except for bank holidays and family holidays. She sometimes works with an assistant. The childminder offers funded early education for three- and-four-year-old children.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- This was the first routine inspection the childminder has 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 setting.
- The childminder and the inspector viewed the premises.
- The inspector observed the childminder's interactions with the children.
- The childminder shared what she would like children to learn while in her care, with the inspector.
- Relevant documents were viewed.
- The inspector sought the views of parents.

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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