

Childminder report

Inspection date: 22 January 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 confident within the setting. They arrive happily and are eager to explore. The childminder supports children by offering reassurance when needed. She spends time joining children in chosen play ideas as they arrive. For example, children enjoy exploring colours as they play with the sensory blocks alongside the childminder. This supports children to transition from their parents and carers to the childminder seamlessly.

The curriculum is ambitious. Children enjoy spending time communicating about a variety of different topics. The childminder speaks passionately about how she focuses her teaching on communication development. For example, children happily talk to the childminder about previous learning experiences. The childminder and children spend time reading a selection of storybooks. Children enjoy listening to the story of 'The Tiger Who Came to Tea'. The childminder extends conversations by asking children questions about the story. Children show confidence as they join in with phrases from the book. This supports children to develop their communication skills.

Overall, children behave well. The childminder supports this by using phrases such as 'kind hands' and encouraging sharing during activities. The childminder praises the children's achievements.

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

- Although children behave well, the childminder is not always consistent with her approach to behaviour management. For example, when children take toys from others, the childminder's approach can differ. On some occasions, she will speak to children and encourage sharing. However, on other occasions, she does not do this. This does not consistently support children to understand what is expected of them.
- Children have opportunities to develop their physical skills. They move their bodies in different ways as they complete actions to a variety of different songs. They enjoy joining in with the actions to 'Head, Shoulders, Knees and Toes'.
- Children have opportunities to learn about numbers. The childminder and children spend time together counting a variety of different resources, such as the stars they use when playing with play dough. This ensures that the children have opportunities to develop their mathematical awareness.
- The childminder supports children to learn about the world around them. For example, when children notice an image of a bird, she directs them to the birds in the garden. The childminder and children talk about the birds and how they fly. This supports children to learn about animals and nature.
- Although children are given some opportunities to be independent, the

childminder does not consistently support children to develop their independent skills through everyday tasks. For example, the childminder rolls children's sleeves up for them. She also puts soap on their hands for them when they wash their hands. In her enthusiasm to help the children, she completes these tasks rather than enabling children to learn how to do things for themselves.

- Children enjoy creating a variety of different images. For example, they take part in a drawing activity. This supports children with mark making and allows them opportunities to be creative.
- Children spend time playing with play dough and a variety of different equipment. This helps them to develop their hand muscles and supports their pre-writing skills.
- Parents have positive views of the setting. They explain that their children feel that the setting is like a home. Parents share how children show excitement on arrival. They express how they receive daily updates regarding their child's learning and development. They especially like how the childminder works with families and gives support and advice.
- The childminder is reflective. She explains how she gains feedback from different sources, such as other professionals, parents and her own observations, and uses this to develop her practice. She attends all mandatory training and other training opportunities to further improve the setting.

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:

- develop a consistent approach to behaviour management to support children to understand what is expected of them
- support children to develop their independence skills through everyday tasks.

Setting details

Unique reference number	EY473018
Local authority	Hillingdon
Inspection number	10368393
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	4
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 2014 and lives in the London Borough of Hillingdon. She operates from 8am to 6pm, Monday to Friday, throughout the year. The childminder receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector
Emma Long

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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