

Childminder report

Inspection date: 19 November 2019

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 care. She is kind and welcoming. The childminder quickly establishes close and secure relationships with children and their families. Children develop strong emotional attachments with the childminder. This helps them to feel confident to express their feelings. The childminder strives to ensure that children reach their full potential and are prepared for their future learning. Children enjoy exploring an assortment of toys, books and other play resources that help promote their learning. The childminder supports children of various ages, from babies to school age. Effective settling-in arrangements help to ensure that the childminder knows in detail about children's routines, needs and abilities. Children enjoy the time that they spend with the childminder. They are beginning to learn about positive behaviour. Children seek comfort and cuddles from the childminder to support their emotions.

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

- The childminder understands what children need to learn next and supports their interests well. She uses effective methods to monitor and assess their progress. Children make good progress.
- Children are happy and confident. They have formed a close bond with other children. They engage well with one another, smiling as they explore musical instruments together, and enjoy listening to familiar songs.
- The childminder knows the children very well. She uses this information to meet their individual needs, and she supports them sensitively to manage their feelings. This helps to support their emotional well-being effectively.
- Partnerships with parents are strong. Parents comment on how much they value and appreciate the good care, support and varied activities the childminder provides for their children. The childminder shares children's learning experiences with parents, which helps continuity of care and learning at home.
- Children behave well. The childminder acts as a positive role model and sets clear boundaries for children to follow. This helps children to manage their behaviour effectively. Since her previous inspection, the childminder has attended training which has supported her to manage the behaviour of younger children.
- The childminder helps to promote children's language skills well. For example, children explore different textures while the childminder provides a running commentary, using language such as 'soft' and 'spiky' to describe how things feel. The childminder also supports children's understanding of positional language as they roll cars up and down. However, at times, opportunities are missed to help encourage children to think and solve problems for themselves, to help them understand how things work.
- The childminder reflects on her own practice and how she can improve activities

and resources to support children's progress. She keeps up to date with mandatory training and considers how to develop her practice further.

- The childminder supports children's physical skills well. For example, she develops their emerging coordination skills as they show perseverance threading through cotton reels.
- The childminder meets the care needs of the children well. She gathers information on their routines from parents when children first arrive at the setting, helping her to tailor her care effectively. Overall, she supports their growing independence and self-care skills well. However, sometimes, she carries out tasks for children rather than encouraging them to try them for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe from harm. The childminder has a good knowledge and understanding of safeguarding procedures and actions to take if there are concerns about a child's welfare. The childminder carries out effective risk assessments to ensure that children are safe in her home and outside. She takes a proactive approach to keep her safeguarding knowledge up to date. For example, she has attended training to extend her understanding of wider safeguarding concerns.

What does the setting need to do to improve?

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

- make the most of opportunities to help children think and solve problems, to help deepen their understanding of how things work
- encourage children to build on their independence skills throughout the day, particularly their self-care skills.

Setting details

Unique reference number	EY474511
Local authority	Hillingdon
Inspection number	10075711
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 July 2016

Information about this early years setting

The childminder registered in 2014 and lives in Uxbridge, in the London Borough of Hillingdon. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Claire Boparai

Inspection activities

- The inspector observed the quality of teaching and the curriculum during activities and assessed their impact on children's learning and progress.
- The inspector looked at a sample of documentation, including evidence of the suitability of adults living in the household.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents in written feedback provided.

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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