

Childminder report

Inspection date: 2 September 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 extremely happy and well settled within the warm and homely environment that the childminder creates. They confidently arrive at the setting and are eager to learn. The childminder has developed a curriculum that supports children to develop and enhance their skills. Children happily engage in a variety of interesting activities, which stimulates their minds and encourages them to progress in their learning and development. The childminder explains how she collects information from parents when children first join the setting. This supports her to identify where children are within their development and helps her to plan children's next steps for learning. For example, the childminder explains how she has identified that some children need support developing their physical skills. She offers opportunities for children to take steps by encouraging them to use furniture as support. This enables children to develop physically.

Children behave well. They are polite. They independently use their manners throughout sessions. The childminder role models positive behaviour. She shares her passion to ensure that all children feel welcome within the setting. The childminder engages with children well. She is calm and uses soft tones when talking to children. She laughs and smiles. This supports children to feel comfortable within her care.

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

- Younger children spend time with the childminder exploring a selection of different toys. They develop their hand-eye coordination by moving beads around the bead maze. They also spend time exploring cause and effect toys. For example, they press buttons on musical instruments to create a sound.
- Children have opportunities to develop their language and communication skills. For example, the childminder sings to children. Children enjoy listening to the song 'Five little ducks went swimming one day' as they use the props. The childminder also repeats words to younger children. This supports children to develop their vocabulary.
- Children enjoy listening to stories being read to them. They enjoy listening to the story of 'The Very Hungry Caterpillar'. The childminder asks questions throughout story sessions. Children point to the images that they see. This supports children's understanding and encourages them to develop a love for reading.
- Overall, mathematics is supported well. For example, younger children have opportunities to hear language around numbers and counting aloud. The childminder sings number songs and counts objects when reading stories. Older children show confidence within this area, by counting and identifying different numbers within the environment. However, the childminder does not always

extend upon this to support all children to develop and improve their mathematical understanding. This does not help children to develop and enhance their understanding of mathematical concepts.

- The childminder is enthusiastic. She speaks passionately about supporting children to feel welcomed and confident within the setting. This is supported by parents who explain how the childminder tailors settling-in sessions to support families and children. This ensures that children settle into the environment smoothly. Parents explain the childminder is exceptionally warm, friendly and welcoming. This supports all children to feel welcome.
- The childminder is reflective. She reflects on her own practice daily and incorporates new ideas within her setting. She identifies areas that she would like to improve upon as well as areas that she feels are a strength. She keeps her knowledge up to date by attending training sessions. For example, she has completed training around the changes to the statutory guidance. She demonstrates this within her practice.
- The childminder explains the importance of positive relationships with parents and families. She understands the importance of effective communication and keeps parents updated with children's development. For example, she completes development reports and sends parents daily updates. This helps to provide a consistent approach for children.
- The childminder explains how she keeps the setting safe for children. She spoke about the importance of children being aware of risk. For example, she teaches the children about road safety.
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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:

- support all children to develop and improve their mathematical understanding.

Setting details

Unique reference number	EY546596
Local authority	Hillingdon
Inspection number	10398554
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	4
Number of children on roll	7
Date of previous inspection	29 October 2019

Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Hillingdon. The childminder operates term time only, from 8am to 6pm, Monday to Thursday. The childminder provides government funded childcare. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development.
- 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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