

Childminder report

Inspection date: 29 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home environment for children that is safe and nurturing. Parents appreciate the support that the childminder provides and say they are confident that their children, including babies, are well cared for. Children who are new to the setting quickly form strong attachments to her. This supports children's emotional well-being. Children independently select what they would like to play with and concentrate on their chosen activities. They excitedly join in singing and enthusiastically copy the actions to their favourite songs, such as 'Old MacDonald had a farm'. Children thoroughly enjoy their time at the childminder's provision. They behave well, are respectful and use good manners. The childminder responds to any behavioural issues calmly by engaging children in new activities. The childminder has high expectations for the older children's learning, supporting them well in all areas of learning and development. She monitors the progress they are making and knows what they need to learn next.

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

- The childminder works in partnership with parents effectively. She enhances parents' understanding about how their child's learning can be supported at home, including through daily conversations and the sharing of information about children's achievements, for example. Parents are complimentary about the childminder and the good progress their children have made.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care.
- The childminder's home is welcoming and stimulating. Children confidently and freely access toys and resources. The childminder establishes secure routines throughout the day. This helps children to gain confidence and develop some of the skills required for their eventual move to school.
- The childminder knows the children well. She observes them regularly and makes accurate assessments of their learning and development. This enables her to understand the needs of the children in her care. However, on occasion, the language she uses when talking to babies is too complex.
- The childminder provides opportunities for promoting children's early literacy and mathematical development. Children enjoy singing together and develop an awareness of rhythm and rhyme. Children enthusiastically anticipate the actions of songs and are praised for their recollections. Children are also learning to appreciate the pleasure that can be found from books. They enjoy snuggling up with the childminder and looking at familiar pictures.
- Children solve complex problems with a positive can-do attitude. They show motivation to join in and, when faced with challenge, they persevere and repeatedly try until they succeed. For example, children approached difficult

jigsaws with resilience. They showed good critical thinking skills and turned pieces around until they eventually slotted into place.

- The childminder is attentive to children's care needs and follows thorough independence routines. When children are ready, she encourages them to become more independent in meeting their own personal needs, such as dressing and undressing themselves.
- The childminder has good strategies to distract children if they disagree, but on occasion this misses the opportunity to make clear to them her expectations for good behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to the possible indicators of abuse and knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation. The premises are secure and the childminder carries out daily checks of the environment to ensure it remains safe for children to use. Policies and procedures to promote children's safety, welfare and well-being are implemented effectively.

What does the setting need to do to improve?

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

- consistently model language that supports babies' communication and language development
- in promoting good behaviour, help children to understand what is expected of them at the setting.

Setting details

Unique reference number	EY546596
Local authority	Hillingdon
Inspection number	10102699
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in the London Borough of Hillingdon.

Information about this inspection

Inspector

Sharmee Bhatt

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector spoke to parents and took account of their verbal feedback.
- The inspector reviewed a sample of documentation, including evidence of professional development and suitability checks for household members.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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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