

Childminder report

Inspection date:

17 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and build secure attachments with the childminder. Her calm and caring nature helps children, especially babies, to settle in quickly. This supports children's emotional well-being and behaviour is good. Babies smile and laugh as they independently move around the well-planned environment. They access toys freely because they are at their level. The childminder follows the children's lead and supports them in making decisions about their learning through play. She has high expectations of what all children can achieve and plans a range of activities based on the children's interests. She is aware of how to build on what the children already know and provides them with opportunities to develop their imaginative skills.

The childminder promotes a continuous two-way flow of information with parents to help support their children's learning at home. She provides parents with regular information about the activities children take part in and their achievements during their time with her. In addition, she seeks and responds to the views of parents and children. This helps her to meet children's individual needs and review and improve her service. The childminder introduces new vocabulary. However, she does not leave enough time for the older children to think and respond to questions asked before moving on to the next one.

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

- The childminder has a good understanding of how children learn and develop and how she can support them to make good progress. She provides appropriate challenge through the activities she offers and gets involved in the children's play. She encourages children to make marks and test out their own ideas when using chalk. Children are engaged and proud of their achievements.
- The childminder provides children with rich educational experiences across all areas of the curriculum, both inside and out. The meticulously planned activities she offers allow children to explore and be independent in their learning choices and to be consistently engaged in playing and learning. Babies enjoy splashing in the water and older children enjoy testing their ideas on which objects will float or sink.
- The childminder is very positive and consistent in her approach and treats children with respect. She gives praise and encouragement to build their confidence and self-esteem. She encourages children to take turns and reminds them to listen to one another. They understand and develop friendships with other children and are friendly with visitors. This helps to build their social skills. Children listen to and follow instructions well, and they are eager to help adults and do things for themselves and others. Children are supported well in developing their understanding of how to stay safe and healthy.

- Children develop a wide range of physical skills appropriate to their age. Babies learn to move in different ways. They crawl with confidence, reach out for toys and begin to pull themselves up by holding onto furniture with support. Older children enthusiastically jump up and down on the trampoline. They are delighted when they successfully jump with both feet off the mat.
- Children develop good literacy skills. They snuggle up to the childminder for a story and listen intently to their favourite books. Children turn the pages, recall the next part of the story and anticipate the ending, demonstrating a secure understanding that the print they see carries meaning. The childminder enthusiastically talks to children and introduces new vocabulary, but, at times, she does not give them enough time to think and respond to her.
- Children explore sand and use tools to dig and discover different objects that are hidden in the sand. The childminder encourages children to develop good mathematical skills. She encourages older children to have regular opportunities to learn about colours, shapes and numbers and to develop early counting skills.
- The childminder engages in a range of training opportunities and researches new information to update herself on new legislation and regulations. She meets with other childminders and, through discussion, further extends her skills and knowledge. The childminder carries out regular risk assessments to identify and minimise any hazards, both at home and during outings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of the indicators that children may be at risk. She has a secure understanding of the possible signs of abuse and who to contact if there are any concerns about children's welfare. The childminder assesses hazards in her home, garden and on outings effectively, to minimise potential risks. She supervises children well and never leaves them unattended. This helps her to ensure children's safety at all times.

What does the setting need to do to improve?

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

- provide older children with the time that they need in order to think, respond and talk through their own ideas.

Setting details

Unique reference number	138595
Local authority	Hillingdon
Inspection number	10063701
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 1996. She lives in Uxbridge, in the London Borough of Hillingdon. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Laxmi Patel

Inspection activities

- The inspector undertook a learning walk with the childminder around the parts of the home accessed by the children. She looked at the range of resources available for children's use.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector reviewed a sample of documentation, including evidence of professional development and suitability checks for household members.
- The inspector spoke to parents, looked at written feedback from them and took account of their views.

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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