

# Childminder report

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Inspection date: 18 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder builds strong bonds with children, which helps them to settle quickly and feel emotionally secure. She gathers good information from parents before they start attending her provision and uses it effectively to plan for their interests. Children benefit from a well-organised, dedicated playroom and large garden. They enter the childminder's home happily and quickly become absorbed in their choice of play. Children enjoy listening to music with the childminder and are beginning to join in with the actions and words from familiar songs. They demonstrate an interest in activities that support their understanding of information and communication technology. For example, babies attempt to operate voice-activated devices to access music and show competence in operating mechanical toys. The childminder has high expectations for children and their behaviour. For example she gently encourages children to say 'please' and 'thank you'. The childminder has a good understanding of child development and she builds on children's interests well. However, she does not consistently target teaching on areas of development that would most support children in mastering the skills they need for their later learning. Despite this, children enjoy a wide range of imaginative and interesting experiences that support their development well.

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

- The childminder fosters good relationships with parents. She involves them in their children's learning and development. For example, they contribute their observations of their children's progress at home. The childminder is supportive to parents and discusses with them the ways in which they can help their children to learn at home. She uses her observations and information from parents well to make accurate assessments of children's progress. However, she does not make best use of this knowledge when planning for children's physical development.
- The childminder networks well with other childminders in the local area. Together they visit local toddler groups and libraries. As a result, children enjoy opportunities to mix in larger groups. This supports their social skills and helps them to develop a sense of their community. The childminder takes turns with her peers to plan activities for the group. As a result, children enjoy a wide range of activities that help them to understand the world in which they live and opportunities to play creatively. The group repeats activities throughout the week to give children chances to practise what they know and to help consolidate learning.
- The childminder is experienced and organises her childcare service well. She implements her policies and procedures to provide a safe and secure environment for children. The childminder works collaboratively with other childminders to ensure she is well informed about any changes to legislation that

affect her childcare business, to share good practice and exchange ideas. She proactively seeks out training that will support the well-being of the children in her care. Parents comment positively on her service. For example, they write that their child has 'come on leaps and bounds' in her care.

- The childminder carefully considers the ways in which she manages her workload. For example, she stopped using an electronic system for recording her assessments when she realised it was distracting her from the time she spent with children.
- The childminder skilfully models learning for children and uses their interests effectively to engage them in play. She uses praise and encouragement well to help children learn to explore sensory materials. Where children are reluctant to engage in activities, there are effective strategies in place to support them.
- Children concentrate well on their choice of play. They develop their social skills and enjoy taking part in a turn-taking game with an adult. Babies demonstrate a love of books. They reach out their arms to request them and take them independently from the shelf. They demonstrate interest in the pictures and are learning to turn the pages independently. Young children begin to learn how to keep themselves healthy. For example, they find tissues to wipe their noses independently.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed training that helps them to understand and recognise indicators of possible abuse and neglect. The childminder ensures that safeguarding training is refreshed regularly. She knows the actions she must take if she has concerns about a child. She understands her responsibilities to protect children from extreme views and behaviour. The childminder implements effective risk assessments and takes into consideration children's age and individual needs when planning activities and outings. She has put in place policies and procedures relating to safeguarding that meet legal requirements.

## What does the setting need to do to improve?

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

- target teaching and learning activities more precisely on those that will build on the foundations of children's later success in more advanced areas of the curriculum, while continuing to consider children's interests
- build further on the existing good relationships with parents to support children's physical development.

## Setting details

<b>Unique reference number</b>	138882
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10063688
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	10 December 2015

## Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Hillingdon. The childminder operates her service for five days a week, all year round, and holds a level 3 qualification in childcare, learning and development. The childminder has registered an assistant to provide care in the event of emergencies.

## Information about this inspection

### Inspector

Elizabeth Shack

### Inspection activities

- The inspector looked at written comments to take account of parents' views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and completed a joint observation of children's play.
- The inspector looked at the areas of the childminder's home that are used by children and discussed the learning environment with her.
- The inspector reviewed a sample of relevant documentation, including evidence of the suitability of persons living in the household.

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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