

# Childminder report

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Inspection date: 18 December 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	Not Met (with actions)
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## What is it like to attend this early years setting?

### The provision is good

Children form strong bonds with the kind and caring childminder. They enjoy sharing their resources and activities with each other and have good social skills. The childminder nurtures children's emotional well-being. Children settle quickly, are happy and behave well. They confidently direct their own play and happily talk about their favourite resources. For example, they delight in pretend play as they make 'tea' and create 'lunch'. Children use their mathematical learning, for instance, to add up how many pieces of cheese they would have in total if they were given more. Children become absorbed in their play. The youngest sit and explore the texture of different resources for good amounts of time. Children's ability to focus and concentrate is supported well. However, on occasion, there is scope for the childminder to ask children more challenging questions. Children enjoy regular trips into the local community, for example visiting the library, going on regular walks and attending drop-in groups. They learn about people whose lives are different to their own but do not learn about themselves in the same depth. The childminder uses her regular risk assessments effectively to help her keep children safe and well.

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

- The childminder uses her self-evaluation effectively to identify areas for improvement and has addressed the actions set at her last inspection. She has worked closely with other professionals and accessed training, for example, to enhance her safeguarding knowledge. The childminder has put strategies in place to help her continue to build on her skills and the service she provides.
- Children benefit from a range of resources which they access easily and use to support their play. The childminder has improved her knowledge of the learning and development requirements of the early years foundation stage. She uses her learning effectively, overall, to create interesting and stimulating activities for children which support their development. The childminder fulfils the requirement to carry out a check on children's learning when they are between the ages of two and three years old, and does this in partnership with parents.
- Parents praise the childminder and say that she creates a 'friendly, safe environment'. The childminder maintains an effective two-way flow of information with parents. She works closely with them to find out what their children can do when they join her setting and uses this information to assess quickly what each individual child needs to learn next. The childminder works closely with parents to ensure continuity of learning between her setting and home. Parents say the childminder is skilled at supporting children with special educational needs and/or disabilities.
- The childminder supports children in learning about different religious festivals. However, they do not have as many opportunities to explore and share

information about their own families and cultural backgrounds to support them in understanding about diversity even more deeply.

- Children's speech and language skills develop well. The childminder uses a wide vocabulary. She regularly teaches children new words and provides explanations about what they mean to support children's understanding. Children are excited by their learning and proudly use the words they have learned. They gain satisfaction from their achievements.
- The childminder joins in with children's activities and creates a stimulating learning environment for them. However, on occasion, she does not identify opportunities to extend children's thinking by using questions to challenge them even more about how they might provide solutions to problems they encounter during activities.
- Children understand how to keep themselves safe. For example, they carefully explain that when they are out walking with the childminder they need to stand still when she asks them to. Older children risk assess when they play with younger ones and make sure the toys they give them are suitable for their ages. Children gain the skills they need for the next stage of their education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to keep children safe. She understands the signs and symptoms which may cause her concern about the welfare of a child in her care. The childminder has put clear procedures in place to follow if she has a concern. She has refreshed her safeguarding training. The childminder discussed how she would recognise a child in her care who may be at risk of being exposed to extreme ideas or behaviours. The childminder knows what to do if there is a fire in her setting and has an evacuation plan in place.

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

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

- enhance opportunities for children to explore their similarities and differences at a deeper level
- provide children with additional opportunities to think about, and express, their own ideas to build on their problem-solving skills even further.

## Setting details

<b>Unique reference number</b>	138311
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10120054
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	4 March 2015

## Information about this early years setting

The childminder registered in 1996. She lives in Hillingdon, Middlesex, in the London Borough of Hillingdon. The childminder operates her service Monday to Friday, from 8am to 6.30pm, for 48 weeks of the year.

## Information about this inspection

### Inspector

Ceri Callf

### Inspection activities

- The inspector carried out a learning walk with the childminder. The childminder talked about the resources she offers children and how she uses them to support children's learning experiences.
- The childminder discussed how she evaluates her practice and met the actions set at her last inspection.
- The inspector reviewed a sample of the childminder's paperwork, including her safeguarding policy and the information she gathers from parents when their children join her setting.
- The inspector observed and talked to children, and reviewed information provided by parents.
- The inspector discussed with the childminder the activities she provides, and how she plans children's learning and supports them in gaining the skills they need for the next stage in their learning.

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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