

Childminder report

Inspection date: 28 January 2020

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 cared for in a warm, welcoming and safe environment. They are happy and eager explorers of their surroundings. Children respond well to the high expectations set for them by the childminder. They are helped to manage their thoughts and feelings effectively. As a result, children behave well. During activities, the childminder incorporates counting songs and rhymes to good effect. This helps children to develop a love of numbers in an enjoyable way. Children have regular opportunities to learn about the wider world. Together with the childminder, they visit places, such as a reservoir. Children gain strong social skills as they play with other children at playgroups. Children's physical abilities are progressing steadily. Their confidence increases, for example as they practise their walking and running skills. Children master the art of climbing up steps and sliding down. They delight in building towers using toy bricks. They giggle as they playfully knock down the bricks on the floor. Children have positive attitudes to their play. They are active and motivated learners. The progress that children make in relation to their starting points is good.

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

- The childminder is good at encouraging children to build on their communication skills. For example, she speaks clearly, repeats and adds words to extend children's vocabulary. As a result, children are beginning to use one- or two-word phrases to express their likes and dislikes.
- The childminder makes regular observations and assessments of children's learning to help ensure they are developing well. She shares the information regularly with parents to establish a consistent approach.
- Children enjoy a variety of adult-led and child-initiated activities. For example, during a planned activity, they are encouraged to have a go at filling up bottles with pasta and pieces of paper. Children persevere and show good levels of concentration. In another activity, children have lots of fun as they pretend to make and sell 'ice creams' with the childminder. They excitedly make strawberry and vanilla flavours, which they share with adults to 'eat'. However, the childminder has not fully considered how to explore a wider range of media, particularly indoors, to extend children's curiosity and exploratory nature.
- The childminder forms close links with other childminders for support and guidance. She completes training and webinars regularly to gain new ideas. For example, since the last inspection, she has improved her knowledge of how to interact with young children more effectively. However, the childminder's professional programme is not focused sharply to identify how she can raise her teaching to the highest level.
- The childminder places a strong emphasis on supporting children's personal and emotional well-being. She is very caring and gentle towards the children. This

gives children the confidence to learn and develop well.

- Children gain strong independence skills from an early age. For instance, they make decisions about their play and what they want to do next. At mealtimes, children attempt to feed themselves, knowing the childminder is closed by to support them.
- Behaviour strategies are effective. The childminder manages children's behaviour in a calm and respectful manner. She gives children lots of cuddles which support their emotional well-being successfully. Children behave well. For example, they listen and respond positively to the childminder.
- The childminder is committed to her role. She has a reflective approach that aids the self-evaluation process well. As an example, since the last inspection, the childminder has increased the variety of toys on offer. She uses the toys to teach children about what makes them unique and the differences between people. Children benefit well from good-quality care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her strong knowledge of child protection issues to help keep children safe. She knows signs of harm and neglect and how to report them to relevant agencies to protect children's welfare. The childminder has suitable procedures to follow in the event of a complaint and/or allegations made against her. She keeps a daily record of children's hours of attendance to help her monitor any patterns of absence. Children receive good levels of supervision. They learn to move around freely because they play in a safe and secure environment.

What does the setting need to do to improve?

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

- increase sensory experiences, particularly indoors, to fully support children's curiosity and exploratory skills
- engage in targeted professional development to help identify and build on teaching skills, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	138640
Local authority	Hillingdon
Inspection number	10063703
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 June 2016

Information about this early years setting

The childminder registered in 1997 and lives in the London Borough of Hillingdon. She works Monday to Friday, from 8am until 5.30pm, for 48 weeks a year.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector discussed children's learning with the childminder. She assessed how the childminder organises the early years curriculum.
- The inspector sampled a range of documents, including the childminder's training certificates and children's learning records.
- The inspector observed indoor activities and the daily routines. She interacted with children at appropriate times during the inspection.
- The inspector assessed a planned activity with the childminder and the impact this has on children's 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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