

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
------------------------------	-------------

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 and settled. They enjoy exploring a range of toys and resources which support their creativity and imagination well. For example, children play with large boxes, which they turn into a 'house' or a 'reading corner'. They also use the boxes to climb in and out to practise their physical agility. Children are active and independent learners. As children play, the childminder joins in and responds quickly to their request to read them a story. She engages children in age-appropriate conversations to support their growing speaking skills. Children listen and respond well. There are high expectations for children's behaviour. They receive consistent messages to help them manage their own thoughts and feelings appropriately. Children laugh with the childminder as they play with balloons, catching and throwing them in the air. The childminder introduces numbers and colours skilfully to aid children's early skills in mathematics and expressive arts. Children's emotional well-being is promoted well. They receive warmth, care and attention from the childminder and her family members. This helps children to feel safe and secure. Children have lots of fun and show positive attitudes to learning. They make good progress from their starting points.

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

- The childminder is knowledgeable about child development, including how some boys and girls prefer to learn. She uses knowledge gained from many years of being a good childminder to ensure that children receive a high quality of care and education.
- The childminder observes and assesses children's learning regularly. She plans the environment with a variety of toys and resources that children like to play with. However, at times, the childminder forgets to encourage children to take more responsibility for their environment. Consequently, there are times when the playroom area becomes over crowded with toys.
- The childminder responds well to children's spontaneous play. For example, she joins in when children play with small-world animals, which keep them motivated. Children make different animal noises to show what they know and can do. They enthusiastically roar like a lion and howl like a monkey. Children receive lots of praise and encouragement that aid their self-confidence successfully.
- The childminder has clear rules and boundaries, which she reinforces positively. She presents herself as a good role model for the children. Children behave well.
- The childminder gathers information from parents about their children from the outset to help her support them well. She shares advice and guidelines with parents, such as how to manage children's behaviour at home. Parents comment in their written feedback that they are very happy with the service that they and their children receive.

- The childminder teaches children about various cultures and beliefs to raise their awareness of similarities and differences between people. However, she acknowledges that she has not fully considered other opportunities for children to learn about the local environment and the natural world.
- The childminder follows good hygiene practices that support children's growth and physical well-being effectively. One of the ways she does this is by encouraging children to clean their hands before and after handling food. The childminder also reminds children to drink water during play to keep them well hydrated.
- The childminder completes training, reads relevant publications and collaborates with other childminders to support her professional development. For example, following training, she further developed her knowledge of how to increase children's spontaneous play.
- The childminder evaluates her provision to enhance children's learning experiences. For instance, following the last inspection, she has raised children's awareness of early technology through play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is up to date with current child protection legislation. She knows how to recognise situations where there are safeguarding concerns and how to report them to relevant agencies. The childminder is secure in her understanding of what action to take should an allegation be made against her and/or a household member. There is a suitable policy on the safe use of mobile phones and cameras in the setting. This helps to protect children's welfare. The childminder identifies and minimises risks in her home to keep children safe. She supervises children 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:

- consider ways to encourage children to clear away their toys after play, so that they learn to look after them
- increase opportunities to raise children's understanding of the local environment and the natural world.

Setting details

Unique reference number	138790
Local authority	Hillingdon
Inspection number	10063706
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	12 April 2016

Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Hillingdon. The childminder offers her childminding service from Monday to Thursday, between 7.45am and 5.30pm, for 47 weeks a year. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector observed children's activities indoors and the daily routines.
- The inspector held discussions with the childminder about how she organises the early years curriculum. She interacted with children at appropriate times throughout the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector and childminder evaluated a planned activity together and assessed the impact this has on children's learning.
- The inspector sampled documentation, including a selection of policies and procedures, and training certificates. She spoke to the childminder about the self-evaluation process.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020