

# Childminder report

---

Inspection date: 11 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a stimulating environment. She has a good understanding of special educational needs and/or disabilities and ensures that her planning meets children's individual needs well. The childminder's enthusiasm for teaching encourages children to build on their existing knowledge and enables them to reach their full potential for their age. She has high expectations for children's behaviour. For example, the childminder encourages good manners, and children say 'please' and 'thank you' at mealtimes.

Children are content and settled in the childminder's warm and welcoming home. She is calm and attentive, and maintains a constant focus on the children. Furthermore, the childminder is conscientious and dedicated to offering a high-quality service for the children and families she cares for. Children demonstrate that they are confident and feel happy and secure in the setting. Children make good progress in relation to their starting points and develop skills which support their future learning. They can access the well-resourced environment independently, and make their own choices about what to play with. Children enjoy opportunities to explore their local environment and meet with other children of similar ages. This supports them to develop their social skills. For instance, children make regular visits to the local toddler group and the library with the childminder. They learn about the world beyond their immediate experience with interest. This also helps them to develop an understanding and respect for those who are different from themselves.

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

- The childminder uses her observations of children to understand their individual levels of development, interests and learning styles. She incorporates their next steps in learning into her planning. Overall, this has a positive impact on developing children's knowledge and skills across the seven areas of learning. However, at times, the childminder does not identify opportunities to offer even greater challenges for children in order to routinely extend their learning even further.
- The childminder shares stories and songs with children throughout the day. Children delight in having their favourite song chosen and sung. The childminder's enthusiasm is infectious, and children ask for 'more' as they happily join in with actions and play musical instruments.
- The experienced childminder continues to review and evaluate her practice well. She regularly seeks opinions from parents so that she can measure the impact of her teaching on children's learning. She works closely with other childminders to share good practice.
- The childminder supports children to develop their mathematical skills. Children

learn to recognise and use numbers and colours in their everyday routines. Children show high levels of curiosity and gain essential skills that they need to prepare them for future learning.

- The childminder places a high priority on her professional development. She frequently attends network meetings delivered by the local authority, and regularly undertakes training.
- The childminder supports children's language and communication skills very well. Through books, she builds on their speech and language, helping them to broaden their vocabulary. Young children communicate effectively and respond eagerly to simple questions and instructions.
- Children enjoy daily outdoor play and exercise. They have plenty of space to pedal bicycles, climb and slide, and run around. The childminder encourages children to pursue a healthy and active lifestyle while in her care. She encourages them to follow good hygiene practices and provides them with healthy home-cooked food.
- Partnerships with parents are strong. The childminder gathers detailed information about children's routines, likes and dislikes before children start. She shares their ongoing progress in a variety of ways, and values parental contributions to children's learning. Parents are very complimentary about the setting and the childminder.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is vigilant and knows how to identify children who may be at risk of harm. She understands the signs of possible abuse and knows who to contact should she have a child protection concern. She keeps her safeguarding knowledge up to date and is clear about wider issues, such as the risks of children being drawn into extreme behaviours or views. The childminder uses risk assessment well in her home and on outings to keep children safe when they are with her.

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

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

- extend children's learning even further by providing additional challenge to help them to achieve the highest levels of learning.

## Setting details

<b>Unique reference number</b>	138381
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10063697
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 May 2016

## Information about this early years setting

The childminder registered in 1989. She lives in Ruislip, in the London Borough of Hillingdon. The childminder offers care Monday to Friday, from 7.45am to 6.30pm, all year round, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Rizwana Nagoor

### Inspection activities

- The childminder showed the inspector around the areas of her home that are used by the children. They discussed how the childminder organises the setting and plans the curriculum.
- The inspector undertook a joint evaluation of an activity with the childminder.
- The inspector spoke to parents and took account of their views.
- The inspector observed activities and assessed the impact of teaching and delivery on children's learning.
- The inspector had discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020