

# Childminder report

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Inspection date:

26 February 2020

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

Children enjoy the homely environment that the childminder creates. They develop close relationships with the childminder and her assistants, who listen to their requests and provide cuddles throughout the day. The childminder provides a wide range of activities and resources which are carefully planned to encourage children to experiment and explore. Children arrive happily, and quickly settle into activities. The childminder helps them to feel safe and secure in her home by displaying pictures of their family throughout the setting. Children benefit from excellent partnerships between their childminder, parents and school. The childminder takes account of learning taking place at school and includes this in her planning. Children celebrate their interests from home through opportunities to talk about their achievements in 'show and tell' sessions. Parents comment on the ideas the childminder has given them to extend activities at home. Children behave well and learn effective strategies to help them cooperate and play alongside each other. For instance, three-year-olds negotiate on how to share resources. Younger children join in happily at tidy-up time. Children learn to keep themselves healthy, and know that they wash their hands 'because of germs'. The childminder provides children with healthy snacks and nutritious home-cooked meals.

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

- Children benefit from a wide range of experiences to develop their knowledge and interest in the world around them. For example, they go on regular trips to watch the trains and participate in local groups. The childminder employs effective strategies to help children learn about diversity in society, including their own culture. For example, she focuses on one country a week, relevant to the children in her care. Children enjoy looking at a large world map with her.
- Children demonstrate a great enjoyment of books. They express their understanding of reading by pointing to the title and reading aloud in a pretend circle time with their friends. The childminder and her assistants promote children's love of books very well. Children listen intently as the childminder's assistant reads stories with enthusiasm and expression. They borrow 'story bags' to take home and share with their parents. Children receive a good start in their early literacy. For example, they play games with letters and the sounds they make, and learn to sound out the letters in their names.
- The childminder and her assistants skilfully weave mathematics into children's daily routines and play. For instance, the childminder's assistant helps children measure their feet with a real shoe measure during dressing-up activities. The childminder encourages children to match socks to make a ball when they express an interest in playing skittles.
- Overall, children benefit from a thoughtfully planned curriculum. They have ample opportunities to play creatively and use their imaginations. Children

become absorbed in mixing paints in tubes. They concentrate well during circle time, when they discuss the seasons and the weather with the childminder's assistant. The childminder understands child development well. She is knowledgeable about how to support children who are learning English as an additional language, and those with special educational needs and/or disabilities. Children make visits to the park. However, this does not happen enough to ensure that they have daily opportunities for physical exercise.

- Parents feel fully included in their child's learning. The childminder gathers meaningful information from them when their children join the setting. They comment on how they enjoy receiving daily updates about their child's day through an online journal, as well as reports on their child's progress.
- The childminder supervises her assistants well and ensures that they feel supported in their role. She helps them work towards qualifications. For example, she lends them textbooks to help them complete assignments. The childminder regularly evaluates her practice. The childminder and her assistants observe each others teaching so that they can raise their practice to the highest level. The childminder offers regular parent and child questionnaires to seek the views of those who attend the provision, in order to drive improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder and her assistants know what procedures to follow should they have a concern about a child in their care. The childminder keeps her knowledge up to date and regularly refreshes her safeguarding training. She ensures information about safeguarding is readily available for her assistants and that they have ample opportunities to discuss any concerns that they may have about a child. The childminder promotes children's safety well, for example by carefully considering the safest place to cross the road when on outings. Children hold onto a rope in a 'walking train' on their way to school.

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

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

- extend opportunities for children to engage in daily physical active play.

## Setting details

<b>Unique reference number</b>	138548
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10128383
<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 8
<b>Total number of places</b>	9
<b>Number of children on roll</b>	22
<b>Date of previous inspection</b>	6 May 2015

## Information about this early years setting

The childminder registered in 2000 and lives in Eastcote, in the London Borough of Hillingdon. She operates each weekday from 7.45am to 6pm, throughout most of the year. The childminder has an early years qualifications at level 3. She employs three assistants and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Shack

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She carried out a tour of the areas used for childminding to discuss and understand how the early years provision is organised.
- The inspector talked to parents during the inspection to understand their views and took account of written feedback from parents and children.
- The inspector looked at evidence of the suitability of household members and assistants. She viewed a range of documentation, including the safeguarding procedures.
- The inspector talked with children, the childminder and her assistants at appropriate times throughout the inspection. She reviewed an activity with the childminder.

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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