

Childminder report

Inspection date: 28 February 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

The friendly childminder provides a warm and welcoming environment. Children develop close and affectionate bonds with the childminder, which helps to underpin their emotional well-being. They seek her out to enjoy plenty of hugs and cuddles. The fully resourced playroom is stimulating and exciting. Children self-select toys, make their own decisions and play happily. They show they are confident and comfortable in the childminder's home. The childminder works closely with parents from the beginning and keeps them updated with their children's progress regularly. For example, she gathers information from parents about their children's routines, interests and abilities before they start and uses this information effectively to plan for children's individual learning. Children join in and sing songs with the childminder. They adore acting out songs and rhymes. The childminder is fully aware of the songs the children enjoy and, on their request, she sings about hopping bunnies. Children pretend to sleep like bunnies and then jump up and down singing 'hop, hop, hop'. This creates laughter as they bounce around the lounge. Children take turns, share and cooperate well together during play. The childminder has high expectations for good behaviour, and children have a clear understanding of what is expected of them.

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

- The childminder regularly monitors children's achievements to track their development and plan for what they need to learn next. Children make good progress from their individual starting points.
- The childminder encourages children to develop their early reading skills well. Children join in with stories, repeat familiar words and talk about the pictures. For example, they happily do the actions and attempt to repeat phrases from storybooks that the childminder reads to them.
- Overall, the childminder supports children's communication well. She uses her words and sentences effectively, providing a good narrative to children's play. However, occasionally, she does not identify opportunities to extend children's thinking by using questions to skilfully challenge and build on what they already know.
- The childminder supports children's imagination well. For instance, she engages in pretend play with them in the role-play kitchen. Together they list the different vegetables they will cook and pretend to put it into the hot oven, ensuring they use the oven gloves.
- The childminder plans and provides children with a good range of activities. For example, children have plenty of fun while learning how to brush their teeth using various props and tools. However, during some activities, the childminder misses the opportunity to introduce mathematical language to further extend children's understanding.

- The childminder provides opportunities that encourage children to lead a healthy lifestyle. Children have opportunities to refine their large-muscle skills when they use the garden and play equipment during visits to nearby parks. The childminder provides children with nutritious snacks and healthy, home-cooked meals.
- Children benefit from the range of outings they attend in the local area and wider community. They have regular opportunities to socialise with other children and adults, which helps to support their social development well. Children are developing a strong sense of themselves and they learn about the differences between people and their communities.
- Care practices are strong. The childminder ensures children always have clean hands and noses. She talks to children about placing their hand over their mouth when they cough and reminds them frequently to use the anti-bacterial gel to clean their hands and to use the bathroom, to help them manage their personal needs independently.
- Partnerships with parents, other providers and professionals are good. The childminder actively communicates two-way information about children's care and learning by using various methods. This helps to promote continuity between all those involved in each child's life.
- The childminder evaluates her practice effectively and seeks out training that helps her to improve her professional skills and knowledge. She consults parents and children about any potential improvements. Parents speak highly of the care their children receive and appreciate the wide variety of experiences their children enjoy with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of the signs and symptoms that could indicate a child is at risk of harm. She keeps her knowledge up to date and has completed safeguarding and child protection training. The childminder knows how to refer any concerns about a child's welfare to the appropriate professionals. She recognises when children may be exposed to extreme behaviours and has a secure knowledge of possible signs. The premises are secure, and the childminder supervises children well. She assesses risks well and takes effective steps to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- encourage children to learn and use mathematical language in their play
- provide children with opportunities to think about, and express, their own ideas to challenge and build on what they already know.

Setting details

Unique reference number	138694
Local authority	Hillingdon
Inspection number	10063704
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	4
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder was registered in 1992 and lives in Hayes, in the London Borough of Hillingdon. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She can also offer overnight care if needed.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The inspector completed a learning walk and joint evaluation of an activity with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from written feedback provided.

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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