

Childminder report

Inspection date: 5 March 2020

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| 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 enjoy their time with the childminder. They benefit well from the warm, safe and welcoming environment. Children approach the activities on offer with a positive attitude. Their love of music and movement is supported well. For instance, they are provided with plenty of opportunities to sing and dance to nursery songs. This is further promoted as they attend music sessions regularly at various playgroups. Children receive lots of praise and encouragement to aid their self-confidence. They develop good language skills. This is evident, for example, as young children are starting to use words to express their thoughts and feelings. The teaching of mathematics is good. The childminder interweaves numbers successfully during activities. Children, particularly the older ones, learn to count from one to 10 and beyond. There are clear boundaries and expectations for children's behaviour. Children see positive modelling from the childminder, who is kind, approachable and caring. This helps children to behave well. Children lead healthy lifestyles. They go on a range of outings that enhance their social and physical development. Children follow well established hygiene routines. They are beginning to take responsibility for their own personal needs. Children make good developmental progress given their starting points.

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

- The childminder completes a range of online courses to enhance her knowledge of early years practice. One of the courses, for example, has increased her understanding of how to support children's play indoors and outdoors more effectively. This has had a positive impact on children's attitudes to play.
- The childminder observes and assesses children's learning accurately. She encourages children to be active and independent learners.
- Children enjoy a variety of activities, from arts and crafts to exploring malleable resources. During one of the activities, for instance, they show fascination as they mix artificial snow powder with water. Children throw the 'snow' into the air to show their enjoyment. The childminder observes this and joins in, which motivates children to continue playing. The childminder acknowledges that she needs to pitch some activities at the correct level, giving more thought to children's age and stage of development.
- The teaching of language and literacy is good overall. The childminder reads books and sings songs with the children as part of the daily routines. In addition, she engages children in meaningful conversations to help develop their speech. Children gain good levels of confidence as they extend their vocabulary. However, at times, the childminder does not recognise the impact background noise has on children's ability to concentrate during some activities.
- The childminder is a kind, approachable and caring practitioner. She is gentle with the children, which enables her to form close and trusting relationships.

This supports children's emotional well-being successfully.

- Supervision of children is effective. Children play happily, reassured that they are safe and secure with the childminder.
- Children are well mannered. For example, they listen and follow instructions well. This leads to a very positive environment which benefits children's all-round development, with good results.
- Strong partnerships with parents are evident. For example, the childminder keeps parents well informed about their children's learning. She involves them in the self-evaluation process to help rigorously reflect on her practice. Parents comment that they are very happy with the progress that their children make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training to keep her knowledge of child protection up to date. She is fully aware of the indicators that might show children are at risk. The childminder is confident about what to do in the event of any concerns about a child's welfare. Safeguarding policies and procedures are shared with parents to ensure that they are aware of the processes, including if there are any complaints or allegations. The childminder maintains an accurate record of children's hours of attendance to help her monitor any patterns for concern.

What does the setting need to do to improve?

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

- develop planning to ensure activities are pitched at the correct level for the children taking part
- reduce background noise levels, particularly during story time, so that children's concentration is fully supported.

Setting details

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| Unique reference number | 161150 |
| Local authority | Hillingdon |
| Inspection number | 10063715 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 11 March 2016 |

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Hillingdon. She offers her service from 8.30am until 5.30pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector conducted a learning walk with the childminder to find out how she organises the early years curriculum. She observed a planned activity with the childminder and assessed the impact this has on children's learning.
- The inspector spoke with the childminder about children's progress. She interacted with children at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children during indoor activities and the daily routines.
- The inspector read completed questionnaires from parents and took account of their views.
- The inspector checked the required documents, such as suitability records and training certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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