

Childminder report

Inspection date: 13 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 flourish under the kind and gentle care provided by the dedicated childminder. She provides all children with exceptional opportunities to learn about what makes themselves and others special. Children settle quickly and develop high levels of confidence. They behave exceptionally well and show extremely caring and thoughtful attitudes towards each other. The childminder works exceptionally hard to create a warm and inclusive atmosphere. She works closely with parents and other settings that children attend to support continuity in children's learning. Overall, the childminder plans interesting and challenging activities for children that are designed to develop their skills and learning.

The childminder provides children with a range of opportunities to play in larger groups of children and develop their social skills even further. For example, children enjoy attending music groups and meeting up with friends. The childminder uses her regular risk assessments effectively to keep children safe and well. For example, the setting is kept scrupulously clean, and children learn how to behave appropriately around animals they may encounter. Children are extremely happy and brim with excitement as they play together.

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

- Parents praise the high level of care their children receive. They say that the childminder provides exceptional support for their children's emotional well-being. In particular, they highlight the support they receive and say that the childminder's nurturing of their children's self-confidence is 'inspiring'.
- Children benefit from a broad range of opportunities to learn about the natural world. They develop a sense of wonder as they care for caterpillars and watch as they develop into butterflies. Children learn how to care for other living creatures. They plant flowers, enjoy regular walks in local green spaces and collect natural materials. The childminder enables children to explore shape, texture and different materials during activities.
- The childminder plans a wide variety of activities for children. However, occasionally, these activities contain too many elements and do not focus as sharply as they could on what the childminder intends children to learn. The childminder does not consistently reflect on learning during activities in order to adapt them, if necessary. Younger children, in particular, sometimes become distracted and lose concentration.
- The childminder provides an environment that is rich in the written word. Children enjoy exploring their favourite books. They quickly learn that they can also seek information from books if they have questions they want to answer. Children's language skills develop rapidly and they enjoy expressing their thoughts and ideas.

- Children's physical well-being is supported effectively. They enjoy learning how to move in different ways as they climb, dance and run. Children talk about different fruits and which foods are good for them.
- The childminder has clear strategies in place to support children and parents in learning about online safety. In particular, she teaches children how to seek help if they have concerns about technology they are using and what they are viewing.
- The childminder regularly accesses training. She uses this effectively to enhance the resources she provides, for example, to support children's mathematical learning and small-muscle skills. The childminder also uses her training to help her develop a deeper understanding, for instance, of how to support children's mental health.
- Children have meaningful opportunities to learn about similarities and differences. The childminder provides exceptional experiences for them to learn about each other, and fully involves children and their families in this. For example, older children teach younger children the languages they speak at home. Stereotypes are constantly challenged. Children can experiment with how they express themselves in a safe and supportive environment. The childminder is meticulous in gathering information about children and their backgrounds. She provides a highly sensitive service, which recognises the different experiences that children and families go through.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is secure in her understanding of her duty to keep children in her care safe. She understands the signs and symptoms that may cause her concern about the welfare of a child in her care. The childminder has clear procedures in place should she have any concerns. She is aware of the indicators that a child might be at risk of being exposed to extreme ideas and behaviours. The childminder ensures that suitable checks are carried out on all adults living or regularly visiting the premises.

What does the setting need to do to improve?

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

- ensure adult-led activities focus more sharply on the area of learning they are intended to support, to embed children's learning more deeply.

Setting details

Unique reference number	161119
Local authority	Hillingdon
Inspection number	10063713
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 February 2016

Information about this early years setting

The childminder registered in 2001. She lives in Eastcote, in the London Borough of Hillingdon. The childminder operates her service Monday to Friday from 7am to 6.30pm for 47 weeks of the year.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- The inspector and childminder carried out a learning walk. The childminder talked about how she uses her space and resources to support all areas of children's learning.
- The inspector observed children as they engaged in a number of activities. The inspector discussed children's learning with the childminder.
- The inspector read feedback provided by parents. The childminder discussed how she develops partnerships with parents, other settings and other professionals. The childminder talked about how she gathered information from parents about children's home life and experiences.
- The inspector viewed a sample of documents the childminder uses in her setting. These included her safeguarding policy and checks carried out on adults living and visiting the setting.
- The childminder discussed how she met the recommendations made at her last inspection.

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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