

Childminder report

Inspection date: 30 June 2022

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

The provision is good

Children form good secure attachments with the childminder. Children arrive happily and settle quickly in the welcoming environment. For example, they choose a musical instrument and start singing nursery rhymes and favourite songs. The childminder has taught the children how to use Makaton signs for the words, which helps them join in with the actions of the songs. While singing 'The Wheels on the Bus', she asks the children what else does the bus do. The children respond back with 'the doors go open and shut' or 'go to sleep'. This helps the children to recall the words of the song.

The children and the childminder enjoy nature and their surrounding environment. For example, in the garden, children squeal with delight looking for bugs and finding a spider's web. They all stop and listen for the bird song in the tree, which could be 'blue tits', helping them name different birds. Children are growing tomatoes and exploring apples falling from the tree. The childminder and children collect grass and leaves for a nature display.

Children behave very well. They respond to the childminder's high expectations to take turns and share resources during play. Children are reminded to say 'please' and 'thank you' appropriately. The childminder treats children with kindness and respect, and helps them to learn about valuing the differing needs of others.

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

- Partnerships with parents are strong. The childminder shares information with parents regularly and keeps them informed. She gathers detailed information from parents about what children know and can do when they first start, and uses this to help her to plan precisely for children's learning from the outset. The childminder works with professionals, teachers and parents to ensure children have a smooth transition into school. She identifies when children have special educational needs and/or disabilities and may need additional support.
- The childminder encourages children to talk about their feelings and emotions. Children are becoming more independent, for example when going to the toilet or putting their shoes and coats on. The childminder knows that this is getting children ready for the next stage in their learning.
- Children enjoy learning about butterflies and their life cycle. The childminder uses different props of the 'Very Hungry Caterpillar', helping the children to remember the story. Children develop new vocabulary, stating that there is a 'cocoon' for the caterpillar's home. They count the items of food eaten by the caterpillar. This supports their developing mathematical skills.
- The childminder understands how to build all children's knowledge over time. She observes the children's learning across all the different areas of

development. The childminder plans a range of interesting experiences and has a large variety of resources for children to choose from. However, sometimes, she does not adapt activities for the children to ensure that their learning and development is extended even further.

- The childminder is successful at promoting children's language skills. Children are learning to speak well and able to ask questions. They touch different textures, such as a feather or a piece of bark from the tree, to compare how they feel. The childminder offers children different sensory smells, such as cinnamon and mint, to see what they like. These experiences broaden their knowledge and vocabulary.
- The childminder reflects on her practice and keeps her professional skills and knowledge up to date. She accesses training to help keep children safe and meets with other childminders to share ideas. For example, they arrange peer observations with each other to help strengthen practice.
- The childminder is enthusiastic about children's learning outdoors. They have daily access to fresh air and exercise in the garden or going out to the park or woods. They learn to climb, balance and manage their own risks as they do this. For example, young children can climb onto a see-saw and start to rock themselves. The childminder provides fresh, nutritious home-made meals. They discuss why certain fruits are healthy or unhealthy and she talks to children about the importance of cleaning their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that may indicate a child is at risk of harm. She knows how to share any such concerns, and the importance of doing so promptly, to keep children safe. The childminder attends regular training to ensure her safeguarding knowledge remains up to date. She has an accurate understanding of wider safeguarding issues, such as the risks to children of being exposed to extreme views and behaviours. The childminder ensures that her home is safe and secure, and supervises children closely at all times. She talks to children about road safety rules and fire procedures in event of a fire.

What does the setting need to do to improve?

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

- adapt some activities more effectively and make the most of the learning opportunities to engage all children and extend their skills as much as possible.

Setting details

Unique reference number	161132
Local authority	Hillingdon
Inspection number	10138002
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 March 2016

Information about this early years setting

The childminder registered in 2001. She lives in Ruislip in the London Borough of Hillingdon. The childminder operates each weekday from 7.30am to 6pm all year round.

Information about this inspection

Inspector

Linda Lockie

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder showed the inspector around areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector reviewed documents. These included relevant policies and evidence of the childminder's paediatric first-aid certificate.
- Parents shared their views and the inspector took these into account.

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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