

Childminder report

Inspection date:

18 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely well settled and have very close attachments with the childminder. All children are exceptionally well behaved. They take turns, share resources and are kind to each other. Children confidently decide what they want to play and choose resources. Older children organise themselves and support younger children to join in their games. They are deeply engaged, concentrate and persist when some things are harder to achieve. Children develop an extremely strong sense of self. Older children take delight in sharing photo albums with the inspector and younger children. They excitedly recall the experiences they have shared with the childminder. Older children share their knowledge of people's differences while they play. For example, they explain to younger children a doll needs the wheelchair because they cannot walk. They also understand that the doll in the wheelchair can join in games, such as a race to the park.

Children are extremely confident for their ages and are effective communicators. Young children listen attentively and make themselves understood with gesture and single words. They follow simple instructions that enhance their growing independence, such as helping to wipe the table before lunch. Older children chat together as they play. They talk in sentences and their speech is clear. They organise themselves and give each other instructions. They confidently make predictions, count fingers, and make simple calculations. All children make rapid progress and build solid foundations for their future learning.

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

- The childminder's curriculum thinking carefully looks at what children need to learn over the coming months. Her intentions are clear and unique for each child. She knows children very well and has high expectations for their achievements. The childminder is extremely attentive to children's interests and personalities. She uses her deep understanding of each child to guide their learning in a simplistic highly effective way.
- The childminder enhances her professional development by seeking out regular training opportunities online. Recent training has helped her examine her curriculum content, strengthening her knowledge to give children the best opportunities she can. The training has helped her focus teaching in a sequenced way to help children embed learning.
- During activities, the childminder observes children and sensitively stands back to let them explore and experiment. She describes children's actions and asks them questions to extend their learning. The childminder gives children time to explore their ideas, think and respond to her questions. For example, children investigate different ways to melt ice and make predictions about what is frozen inside.

- On hot days, the childminder protects children from the sun with parasols and keeps children cool indoors with a fan. She teaches children why they need to stay in the shade and to drink lots of water. When young children wander towards the unshaded area of the garden they are gently reminded by the childminder why it is not safe to play in the sun.
- The childminder nurtures children's independence. She encourages children to push their feet into their shoes. She models to older children as she helps young children fasten their sandals. Children who have regressed during the pandemic and find these skills more difficult benefit from the childminder's skilled teaching and patience.
- Young children become completely engrossed in sensory play. They explore frozen blocks with their hands and mouth. They increase their hand-eye coordination when they chase the ice around with their hands to try and catch it. They enjoy the sensation of paint squelching through their fingers and look at the marks their fingers leave behind.
- The childminder immerses children in language. They love listening to stories and making up and telling their own. The childminder tells stories to introduce children to the similarities and differences in people. They learn about making friendships and living in harmony together. All children enjoy singing songs and join in with the actions.
- Children have strong foundations for their future learning. They are extremely independent, effective communicators and are physically active. They learn quickly to take care of their personal hygiene. Older children take themselves to the toilet independently, flush the toilet and reappear holding up their hands to show they have washed them. Young children have a good try at removing paint from their hands with wet wipes.
- Parents remark on the impact of the COVID-19 pandemic on their children. For example, babies' lack of socialisation and older children's regression. Parents describe the invaluable support the childminder provided during this time and since their children have returned. They comment on the return of children's confidence, developing independence and growing speech and conversation.
- The childminder provides a wealth of opportunities in the community to broaden children's knowledge. They visit gyms to strengthen their physical development and meet socially with other childminders and their children. They also go further afield, for example, to Windsor Castle to see where the Queen lives.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge and understanding of child protection. Her safeguarding training is up to date, and she renews it often. The childminder is confident in her ability to recognise signs and symptoms that may show a child is at risk of harm. She keeps contact details displayed and easily accessible to report any concerns. The childminder is aware that older children and/or their parents, particularly if vulnerable, may be pressured into delivering drugs in return for money or expensive items. Children learn how to keep safe in the childminder's

home. She teaches younger children boundaries to help them keep safe. Older children learn how to walk upstairs safely using the handrail. Older children describe in detail how they practise evacuation from the house if there was a fire.

Setting details

Unique reference number	161089
Local authority	Hillingdon
Inspection number	10231697
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	4
Date of previous inspection	23 September 2016

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Hillingdon. She works from 7.30am to 6.30pm, Monday to Friday, excluding bank holidays. The childminder holds a relevant childcare qualification at level 3. The childminder receives funding to provide free early years education for children aged three and four.

Information about this inspection

Inspector

Ruth George

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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The inspector evaluated two activities with the childminder. They discussed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder in writing with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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