

Childminder report

Inspection date: 24 July 2023

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 settle well into the childminder's home and she makes them feel comfortable. Warm, caring relationships are developed with both children and parents. Children select resources and begin to play while the childminder receives care information from their parents. Children say goodbye quickly and they begin to explore. They are offered a broad curriculum linked to monthly themes. Children maintain their concentration as the childminder constantly talks as she observes their play. They demonstrate curiosity as they explore their surroundings and discover toys and objects which interest them and hold their attention. Parents feel involved and support learning by continuing topics with children at home.

Children enjoy time spent in the childminder's garden. The garden is used as an extension of her home. Children can choose to eat meals and snacks inside or out depending on the weather. They also go daily to the park, participating in listening walks or using magnifying glasses to look for minibeasts in their natural environment.

Children generally play well together. If there are minor disagreements when children want the same toy, the childminder immediately gets down to their level. She has several strategies she uses to reach an acceptable resolution for children. For example, she may reinforce the rules for turn-taking and sharing or guide children to another activity. If children become very upset, she removes the item causing the distress for a short while before reintroducing it. The childminder knows the children incredibly well, skilfully directing them to resources she knows they enjoy.

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

- The childminder has robust systems to support children as they move into her care. Parents complete forms and share information relating to their child's individual needs. Children have many settling-in visits, ensuring relationships are formed with both child and parent. The childminder shares her observations and discusses with parents next steps for their child's learning. She is committed to working in partnership with parents. Children have consistent expectations and develop independence with dressing, eating, drinking and toileting. They make progress and are ready for their next stage in learning.
- Children's physical development is well supported. To help keep their bodies healthy and to build stamina, they walk to and use play equipment in local parks. They experience challenge as they climb steps, swing and balance. Children enjoy taking their 'baby' by pushing them in buggies. The childminder supports children to keep safe by teaching them to 'stop, look and listen' in preparation for crossing roads.

- Children are well prepared for their next stage in learning. Younger children practise mark making in sensory play and older children recognise their name in written form. Adult-led activities are supported with rhymes and songs that include numbers and counting as well as colours and shapes. However, on occasions, playful interactions are interrupted, as the childminder asks children questions that test their knowledge rather than helping them to extend their vocabulary through conversations.
- The childminder effectively tracks children's development. She makes observations and uses systems to assess their current stage and highlight areas for development. The childminder knows how to build on children's interests. For example, she introduces picture books to young children, encouraging them to look at the images and turn pages. As interest is sustained, short stories are introduced.
- Parents praise how much support their children receive from the childminder. They feel children settle extremely well, as the childminder gets to know children and all about them from numerous settling-in sessions and approaches she has in place. Daily diaries and detailed handovers ensure parents are aware of the care their child has had each day. Parents are reassured, as they discuss and plan for toilet training and the child has a consistent approach between home and the setting.
- The childminder regularly reflects and evaluates her practice. Since her previous inspection, she has attended training from a range of providers, such as the local authority, to develop her knowledge. New learning is incorporated into her planning daily, as she is very clear on what she wants children to achieve while in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends refresher safeguarding training to ensure her knowledge remains current and up to date. She confidently shares how she would respond if she were concerned about the welfare of a child in her care. The childminder ensures children's needs are consistently met, both in her home and when out in the community. She completes daily checks of her home and garden to ensure the areas remain suitable for children's use.

What does the setting need to do to improve?

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

- develop opportunities for children to participate in back-and-forth conversations to extend their communication skills further.

Setting details

Unique reference number	139019
Local authority	Hillingdon
Inspection number	10285544
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 1989 and lives in Hayes in the London Borough of Hillingdon. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Bernie Dunne

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 childminder.
- The inspector had a tour of the premises to complete a learning walk. The childminder described how the environment and the curriculum are organised.
- The inspector observed the quality of education, indoors and outdoors, to assess the impact on children's learning.
- The inspector spoke to parents to consider their views.

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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