

Childminder report

Inspection date:

8 November 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 develop close attachments to the childminder and settle well in her care. They are confident to explore the environment and often call the childminder to show her what they are doing. Children go to the childminder for cuddles, when they need some reassurance. This shows they feel safe and secure in her provision. Children are confident around new people and quickly begin to interact with the inspector. Children behave well. They listen and respond appropriately to the childminder. The childminder models polite and kind behaviour. For instance, she always says 'please' and 'thank you' and prompts children to do the same with gentle reminders. This encourages children to behave in the same way.

Children are eager to explore. They make independent choices during their play. For example, children choose a box of magnetic blocks from a selection of resources and take it to the play area. They open the box and begin to build. Children show good levels of determination, for instance, when their models fall apart. They keep fixing them until they are happy. Children often interact well together. They play alongside each other and pass each other toys. They are developing friendships and call each other's name during their play.

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

- Mathematics is embedded throughout the day. Numbers are used regularly in play. The childminder encourages children to count and to use mathematical language. For example, children name the different shapes as they build towers, such as 'squares' and 'hexagons'. Children gain a good understanding of early mathematical concepts.
- The childminder knows children well. She is clear about what she wants children to learn and plans a broad and stimulating curriculum. Children develop the skills and knowledge to prepare them well for later learning, including school.
- Children learn to celebrate similarities and differences with their friends and people in the community. They meet different people and visit new places. Children spend a lot of time out and about. They visit the local toddler groups and parks.
- The childminder promotes healthy lifestyles. She offers a range of fruit and vegetables for snack. The childminder encourages good oral health by promoting toothbrushing and providing information for parents. Children get regular access to the garden. They enjoy running and riding on the push-along cars. This supports their physical development and well-being.
- Partnership with parents is strong. The childminder shares information with parents about activities they can do to support their child's learning at home. Children benefit from this shared approach, which helps them to be successful. Parents are very pleased with the care their children receive and the progress

they make in their learning. They speak highly of the childminder and the nurturing care and exciting activities she offers to the children.

- The childminder attends regular training to develop her practice. She reflects on the needs of the children and attends courses to support their learning further. The childminder liaises well with the local school when they share care and education of the same children. This ensures these children make consistent progress.
- The childminder knows the children very well and knows how to close any gaps in their learning. She challenges children and develops their communication and thinking skills. The childminder uses eye contact with children and speaks clearly. She encourages them to talk to her when they are playing or having a snack. However, the childminder does not extend children's language or vocabulary as fully as possible throughout the day. For example, she does not consistently plan to introduce new words or help children build sentences so they make the best possible progress.
- The learning environment is inviting and there are lots of exciting resources that are easily accessible to children. The childminder plans enjoyable activities that children are keen to take part in. However, at times, group activities are not organised well and young children lose interest and do not stay engaged in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children. She understands the procedures to follow if she has any concerns about children's welfare. The childminder undertakes regular child protection training to ensure her knowledge is up to date. She is aware of her duty to prevent children from being drawn into extreme views. Children learn simple rules that help to keep them safe when they go for walks and on outings. The childminder carries out thorough risk assessments of her home. This helps to identify and minimise any potential hazards to children.

What does the setting need to do to improve?

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

- extend children's language development even further by planning to include a rich and diverse vocabulary throughout the day
- review how group activities are planned and organised to ensure all children are fully engaged to extend learning opportunities further.

Setting details

Unique reference number	138957
Local authority	Hillingdon
Inspection number	10295272
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	12
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 1993. She lives in Hayes, Middlesex. The childminder operates Monday to Friday, from 7am to 6pm, all year round except bank holidays and family holidays. She holds an appropriate qualification at level 3. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Rizwana Nagoor

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 setting.
- The childminder joined the inspector for a joint observation.
- The views of parents were sought in discussion with the inspector.
- The inspector looked at a range of relevant documents relating to safeguarding.
- The inspector went on a learning walk with the childminder. They discussed the curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

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

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E: enquiries@ofsted.gov.uk
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