

# Childminder report

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Inspection date: 4 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 quickly as they arrive at the childminder's home. Her warm and friendly approach puts children at ease, and they feel safe and secure. The childminder has built strong bonds with the children in her care, and children gain a sense of belonging. The childminder organises her learning environment well and offers children age-appropriate, stimulating resources to play with. Children independently choose and engage in play well. For example, children enjoy playing with colourful magnetic shapes, strengthening their hand muscles as they grip each one to build towers.

The childminder is sensitive to the different needs of the children, gently guiding them as they play and explore. For example, when children are not able to fit shapes into a slot, she demonstrates clearly how they can do this. The childminder supports children's behaviour very well. Children understand the childminder's rules and respond well to the boundaries she has in place to keep them safe. Children play nicely, handling toys with care as the childminder is a good role model during play. She gently handles toys, encouraging the children to do the same.

The childminder is mindful of supporting children's personal, social and emotional development. She plans fun outings for the children in her care. She provides good opportunities for children to play with others and socialise, such as during outings to playgroup sessions.

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

- The childminder has developed a curriculum with a strong focus on developing children's independence. For example, she provides walkers to aid children's balance so they can freely move around the room without assistance. These opportunities also help children to develop their physical skills as they get ready for their future learning.
- The childminder supports children's emerging communication and language skills very well. She continuously engages children in conversation about what they are doing using a calm and gentle tone. For example, as children play with cars, she draws their attention to the motion that the car is making, using language such as 'fast' and 'slow'. Toddlers are introduced to new language as they begin to develop their vocabulary through their play.
- The quality of education is good. The childminder knows the children in her care well. For example, she reads picture books with young children on topics of interest, such as animals. This encourages children to stay engaged and focused.
- The childminder generally supports children's understanding of some mathematical skills. For example, she provides children with a three-dimensional

shape-sorting activity. The childminder uses this activity to teach children about the different names of shapes.

- The childminder is very proactive in gathering information about all the children in her care. She finds out detailed information from parents about their children's achievements when they begin at her setting. The childminder knows what children can do from the outset and successfully plans for their next steps in learning.
- The childminder teaches children how to be healthy from a very young age. For example, children clean model teeth and role play going to the dentist. Children learn about looking after their teeth and how a healthy diet supports this.
- The childminder provides an inclusive environment for all children. For example, she learns key words from children's home languages to support their communication. Children settle quickly into her home and develop strong bonds as they feel comfortable.
- The childminder has formed strong partnerships with parents. She provides verbal feedback alongside sharing photos and observations of their children's progress. Parents are very happy with the care that their children receive and feel that they are safe and secure in her home.
- The childminder has a very positive approach to behaviour management. She adapts her tone according to the ages and understanding of the children in her care. For example, when talking to young babies, she gets on their level, explaining clearly that certain actions have consequences. Children respond well to these boundaries and play and explore in a calm manner.
- The childminder completes mandatory training in safeguarding and first aid. This supports her understanding around keeping the children safe. However, the childminder recognises that there is scope for her to enhance her skills in teaching children early mathematical skills, to help extend children's development further.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- continue to seek professional development opportunities to strengthen teaching, particularly to extend children's mathematical skills further.

## Setting details

<b>Unique reference number</b>	138864
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10312016
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	18 April 2018

## Information about this early years setting

The childminder registered in 1995. She lives in Ruislip, in the London Borough of Hillingdon. She operates all year round, from 8am to 6pm, from Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Sai Arunn

### 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 observed the interactions between the childminder and children.
- The inspector considered the views of parents, provided through written testimonials.
- The childminder provided the inspector with a sample of relevant documentation on request.
- The inspector conducted a learning walk with the childminder.

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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