

Childminder report

Inspection date: 10 December 2024

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

The childminder welcomes children in a warm and friendly manner on arrival. This supports children to feel secure. Children show that they are extremely confident within the setting. They are bubbly and build strong friendships with others. For example, when their peers arrive at the setting, children jump with excitement and cheer. The childminder encourages children to actively share play ideas and develop their social skills. Children invite others to join them within their play. For example, they ask the childminder how many sugars she would like in her pretend cup of tea. The childminder plans opportunities for children to take part in role-play opportunities and develop their creativity. She encourages children by offering suggestions to extend activities.

The childminder shares how her focus is to teach children to use manners. Children respond well to this. They independently say 'thank you' to each other, when building a den. The childminder uses positive reinforcement. Children behave well and spend extended periods of time playing together sharing ideas. For example, they spend time working together to complete large number puzzles. The childminder also encourage children to take turns when playing board games. Children show pride in their achievements. They happily ask the childminder to watch them as they achieve tasks. For example, they excitedly ask her to watch them as they complete exercise moves. This supports children to develop their self-esteem.

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

- Children communicate well. They spend time speaking to the childminder about different topics of interest. The childminder gives children opportunities to extend conversations by asking relevant questions. She introduces new words to children and explains the meaning of these words. For example, the childminder explains the word 'hibernation', when children talk about their pet tortoise. This gives children opportunities to enhance their communication skills and develop their vocabulary.
- The childminder plans opportunities for children to learn about the world around them. For example, children enjoy looking for the squirrel in the garden and spend time talking about what the squirrel is doing. The childminder explains how children care for their pet tortoise and how they spend time growing their own crops for the tortoise to eat. This supports children to explore nature and learn kindness and care for others.
- Children have opportunities to develop their mathematical understanding with regards to numbers. The childminder encourages them to look at how many pieces of chalk they have. When playing with dolls, she encourages children to add numbers together. However, the childminder does not encourage children to

explore a range of different mathematical concepts to develop their understanding further.

- Children have opportunities to become independent. They use tissues to clean the chalkboard and independently put these in the bin once they have completed the task. Children also confidently collect the items that they want to play with. This supports children to independently achieve everyday tasks for themselves. The childminder is bubbly and praises children when they achieve these tasks. This supports children to develop their self-esteem.
- Children enjoy role-play opportunities. They make food in the pretend restaurant and ask the childminder what she would like to order. Children spend extended periods of time taking part in role-play opportunities. This encourages them to become creative.
- Children have strong bonds with the childminder. They express how she is their 'best friend'. Children spend time including her in play ideas. For example, they pretend it is her birthday and sing happy birthday to her. This shows that children feel happy and secure within the setting.
- Parents and carers are positive about the care that their children receive within the setting. They explain that they feel the childminder prioritises their children's well-being. They also share how she knows each child's unique needs and personality. Parents comment that the childminder tailors her approach to provide the support their children need.
- The childminder shares how she looks at each child's starting points in development. She explains how this allows her to plan and implement a curriculum which supports all children to make progress. The childminder knows children well and speaks to them about their own experiences outside of the setting. She is reflective and identifies her strengths and areas which she would like to improve on.

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:

- support children to explore a range of different mathematical concepts to develop their understanding further.

Setting details

Unique reference number	138708
Local authority	Hillingdon
Inspection number	10368279
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 1993 and lives in Harefield, Middlesex. She holds an appropriate childcare qualification at level 3. The childminder operates all year round, from 8.30am until 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides government-funded childcare.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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