

Childminder Report

Inspection date

9 May 2016

Previous inspection date

4 March 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is an effective teacher and understands how to challenge children appropriately. Children make good progress in their learning. The childminder promotes their understanding of the world, and their language and communication skills particularly well.
- The childminder works with parents well to find out what the children can do or need help with from the very start. She gives parents daily feedback about their children's activities, to effectively share their progress.
- Children can choose from a wide range of activities and resources that promote their learning and help them to develop good physical and emotional skills. The childminder helps children to use their imaginations and to develop their creativity and early handwriting skills well.
- Children behave well and learn how to manage some tasks safely on their own. The childminder makes sure that she keeps hazards to a minimum, to fully promote children's safety and well-being.

It is not yet outstanding because:

- The childminder does not make the most of partnerships with other professionals who are involved in children's learning. She does not share all information about children's learning, to promote consistency as effectively as possible.
- The childminder does not always promote learning opportunities for children who choose to play outside as well as for those who choose to play inside.

What the setting needs to do to improve further

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

- strengthen partnerships with other professionals involved in children's development, to make sure that information about their learning is readily shared and supports children's needs
- improve the consistency of learning opportunities for children who prefer to play outside so that children continue to make good progress.

Inspection activities

- The inspector observed the childminder's interactions with children during their daily play and routines.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.
- The inspector viewed a range of documentation, including policies and procedures and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made improvements to her provision that contribute towards children's overall progress. For example, she has improved the range of activities that raise children's awareness of diversity. The childminder continually evaluates her practice. She asks parents for their points of view and reflects on the impact of her teaching on children's progress, to improve her practice further. The childminder has continued to enhance her provision through professional development, to further improve her teaching skills and children's experiences. Safeguarding is effective. The childminder has a good understanding of local child protection procedures. She knows what to do if she has a concern for a child's welfare.

Quality of teaching, learning and assessment is good

The childminder makes accurate observations and assessments of children's development and ensures that parents know how well their children are progressing. For example, she shares clear information with parents so that they can reflect on the range of skills that their children develop. The childminder uses a good range of teaching skills as children play. For example, she offers children choices, models language and asks interesting questions to extend their understanding. Overall, the childminder knows what the children enjoy and plans activities that help them to learn through play.

Personal development, behaviour and welfare are good

Children play with confidence and focus on their activities well. For example, they play for some time with toy vehicles and narrate storylines as they play. Children are secure in their surroundings and show warmth and affection towards the childminder, who responds to them sensitively and with fondness. The childminder positively promotes healthy lifestyles, and children enjoy opportunities for exercise and fresh air every day. She also makes sure that children develop positive social skills. The children use these well; for example, through turn taking and sharing games. As children grow older, the childminder understands how to help them become emotionally ready for change, such as the move to school.

Outcomes for children are good

Children persist well in new activities and show a willingness to give things a go for the first time. For example, children explore how to handle foam stickers to create a collage for their families. Children confidently use their home languages and quickly learn new words. They develop good physical skills. For example, they balance and climb on play equipment and use tools to develop their early writing skills.

Setting details

Unique reference number	EY136603
Local authority	Ealing
Inspection number	842488
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	4 March 2009
Telephone number	

The childminder registered in 2002. She lives in Greenford, in the London Borough of Ealing. The childminder offers childcare every weekday from 7.30am to 5.30pm, all year round.

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