

Childminder report

Inspection date	28 February 2019
Previous inspection date	9 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Since the last inspection, the childminder has strengthened 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.
- The childminder has a secure knowledge and understanding of how to promote the learning and development of young children.
- The childminder assesses children's skills and knowledge accurately when they first attend her setting. She liaises closely with parents to obtain a detailed picture of children's interests, abilities and care routines.
- The childminder monitors children's progress well and plans enjoyable and stimulating experiences that secure young children's attention and motivation to explore.
- Children form strong attachments with the childminder. This contributes towards their happiness, self-esteem and high levels of emotional security.
- Relationships with parents are strong, the childminder regularly informs them of the daily activities that their children take part in and has frequent discussions with them about their children's progress and well-being.
- The childminder supports children's early communication skills well and, through self-evaluation, has accurately identified the need to develop further use of children's home languages in their play and learning.
- On occasions, the childminder asks too many questions without giving children the time they need to think and respond.

What the setting needs to do to improve further

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

- ensure strategies for children to use their home languages in their play and learning are fully implemented to support their communication skills
- ensure that children's language development is consistently supported by giving them enough time to think and respond to questions.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector viewed the areas of the childminder's home where childminding takes place.
- The inspector held discussions with the childminder and talked to the children throughout the inspection, at appropriate times.
- The inspector sampled documentation, including records of children's learning and development, and training records. She took account of the views of parents in written feedback.
- The inspector discussed improvements addressed since the previous inspection and how the childminder evaluates her practice.

Inspector
Stacy Miller

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of child protection referral procedures and the action to take in the event of a concern about a child in her care. She reflects on her practice to improve the quality of her provision and keeps her professional skills and knowledge updated through regular training. Written testimonials and feedback demonstrate the high regard parents have for the childminder. Parents highly praise and appreciate the quality of care their children receive. The childminder supervises young children closely and carries out regular risk assessments of her home. She ensures that resources and activities used reflect and value the diversity of children's backgrounds and the wider community.

Quality of teaching, learning and assessment is good

The childminder accurately captures children's starting points and makes regular and precise assessments of children's progress and learning. Experiences planned for children are suitably challenging. For example, children are encouraged to explore the properties of magnets as part of their imaginative play and learn to detach, assemble and create using a range of multi-sensory media and materials. The childminder encourages children to problem solve and learn by trial and error. For instance, young children persevere when trying to build three-dimensional shape models and quickly learn to operate technology equipment, where they 'test out ideas' and begin to use letters and numbers as part of their everyday play. Children enjoy sharing action rhymes, songs and stories, and are supported effectively by the childminder to make links and notice patterns in their experiences.

Personal development, behaviour and welfare are good

The environment is calm, welcoming and organised well to meet the needs of individual children of different ages. The childminder ensures that children have opportunities to learn about healthy food choices, play outside in the garden and enjoy walks in the local parks, where they explore wildlife and develop an interest in nature. Children behave well. They settle quickly into daily routines and feel safe and secure in the childminder's care. The childminder successfully promotes children's sense of achievement and well-being through her sensitive and nurturing interactions. Children's confidence, independence and self-esteem are supported through consistent praise and encouragement, for example when children navigate climbing apparatus by themselves, listen carefully to instructions and bounce back after difficulties.

Outcomes for children are good

Children make good progress from their individual starting points. They are confident, inquisitive learners, who enjoy making choices and decisions about their own play. The childminder extends young children's learning by providing a running commentary that supports enquiry. For example, young children are supported to explore the language of shape, space and measures when cutting and reassembling pretend foods as part of role play. These opportunities support children's understanding of key concepts and help to prepare them for the next stages of their learning and eventual move to school.

Setting details

Unique reference number	EY136603
Local authority	Ealing
Inspection number	10073031
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	5
Number of children on roll	3
Date of previous inspection	9 May 2016

The childminder registered in 2002. She lives in Greenford, in the London Borough of Ealing. The childminder offers childcare on Tuesday, Wednesday and Thursday from 7.30am to 5.30pm. She holds a relevant qualification in childcare at level 3. She receives funding to provide free early education for children age three and four years.

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