

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 6 February 2018 |
| Previous inspection date | 3 February 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 takes positive steps to keep her professional skills updated. For example, she regularly attends training to enhance her knowledge and promote good outcomes for children. Recent training has helped her to extend further her skills to support children to manage their feelings and behaviour.
- The childminder plans a good range of stimulating activities to motivate babies and young children to play and learn. For example, they show curiosity as they investigate sensory activities, such as scooping 'gloop' and exploring sand and shells.
- The childminder helps young children to learn about keeping themselves healthy and the importance of drinking water and eating nutritious food. Children learn that before they help to prepare snacks, they must first wash their hands.
- Children make good progress. The display positive attitudes to learning and are well prepared for when they start school.
- The childminder is attentive and nurturing, and children form strong bonds with her. Children are happy and secure, and enjoy the time they spend with the childminder.

### It is not yet outstanding because:

- The childminder does not routinely include the views of parents in her self-evaluation process to help identify further improvements.
- The childminder does not gather enough information from parents about children's abilities at home when they first start, to help her assess their starting points.

## What the setting needs to do to improve further

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

- take account of the views of parents to help identify further improvements to the setting
- review and extend arrangements for establishing children's starting points to enable more accurate planning for their learning from the start.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, such as policies and children's records.
- The inspector took account of parents' views.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures that she keeps her safeguarding knowledge updated. She knows how to seek advice and the correct procedures to follow if she has concerns regarding children's welfare. She makes good use of safety checks and risk assessments to ensure that children can play safely. The childminder keeps parents well informed about their child's progress and provides them with ideas to support children's learning at home. She has good links with other early years settings that children also attend. The childminder evaluates her provision and takes effective action when she identifies areas where further improvement is needed.

### Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children's progress and uses this information to plan effectively for what children need to learn next. She considers children's interests and skilfully identifies how these can be linked to support children in the different areas of learning. Children benefit from a good range of opportunities that effectively supports their physical development. They enjoy practising their jumping and balancing, and focus carefully as they squeeze water out of sponges to make a water wheel turn. The childminder is skilled in helping children to develop their communication and language. For instance, she helps them to learn new words and to extend their sentences. Children express their needs and wishes confidently and clearly.

### Personal development, behaviour and welfare are good

The childminder is as a positive role model and manages children's behaviour effectively. Children enjoy playing games that help them to learn about taking turns. They benefit from regular opportunities to meet people in their local community and to make new friends. They learn to respect their differences and find out about the different ways that people celebrate. The childminder supports children's emotional well-being skilfully and children enjoy receiving praise for their achievements. She provides effective opportunities for children to become independent. Children enjoy helping to tidy up and carry out age-appropriate tasks for themselves.

### Outcomes for children are good

Children make confident decisions as they lead their play. They are curious and develop their understanding of the world, such as learning about their shadows. Children develop their mathematical understanding and join in with number rhymes. They understand the mathematical language they hear, for example, they accurately identify big and small shells. Children express their creative ideas as they play musical instruments and develop their role-play ideas. They make links with their own experiences, for example, they decide to take cooking equipment to the water tray, so that they can wash them up.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY233797                                                                          |
| <b>Local authority</b>             | Ealing                                                                            |
| <b>Inspection number</b>           | 1091458                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 1                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 1                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 3 February 2015                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2003. She operates on Monday to Friday from 8am to 6pm, all year round, except for six weeks in the summer. The childminder holds a relevant early years qualification.

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