

Childminder report

Inspection date	30 May 2019
Previous inspection date	8 June 2016

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

- Children form a close relationship with the childminder, who responds to them in a warm and caring manner. Children develop a good sense of belonging and are confident to ask for help.
- The childminder knows children well. She supports children who speak English as an additional language. Children make good progress in relation to their different starting points. Children are well prepared for the next stages in their learning and development, including starting school.
- Partnerships between the childminder and parents are strong. For example, the childminder regularly shares information with parents about their children's current progress and well-being.
- Parents are positive about the good care their children receive. They are involved in next steps and confirm that their children do well.
- Since the last inspection, the childminder has attended extra professional development to strengthen her knowledge and skills. She also liaises with outside professionals to share good practice to benefit children's learning.
- On occasions, the childminder does not allow children enough time to become deeply involved in their play before she changes the activities and resources.
- At times, the childminder does not fully extend children's mathematical skills and ability to solve problems unaided.

What the setting needs to do to improve further

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

- extend opportunities for children to accomplish their favourite tasks and to become deeply involved in their own learning
- provide more opportunities to help children further develop their mathematical skills and how they can solve problems independently.

Inspection activities

- The inspector observed the childminder and children playing.
- The inspector sampled the childminder's policies, procedures, risk assessments and children's development records.
- The inspector discussed the childminder's procedures to safeguard children, and her process for reflecting on her practice, including evidence of the suitability of adults living on the premises.
- The inspector took into account the comments and suggestions of parents and children.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of safeguarding practice. She is aware of the action to take in the event of a welfare concern. The childminder shares her safeguarding policies and procedures with parents to help protect children. She completes effective risk assessments on all areas of her home to help children remain safe. The childminder attends to the needs of all children and helps them learn well. She has made positive improvements since the previous inspection. For example, children can see print in the environment to support their literacy skills. The childminder seeks the comments and suggestions of parents, children and others. This helps her to develop her service and improve learning outcomes for all children.

Quality of teaching, learning and assessment is good

The childminder gains relevant information from parents about each child in her care. She regularly assesses children's learning and provides activities that reflect children's interests. The childminder plays with children and explains activities to them. Children are happy and well motivated to learn. For example, they eagerly build a role-play train track and learn about train safety. Children keenly investigate how binoculars work. The childminder holds discussions with children and acts on their suggestions to support their communication and language skills. Children sing rhymes, learn new vocabularies and use them well in their play. The childminder works well with other providers to help ensure good continuity and progression to children's learning and development.

Personal development, behaviour and welfare are good

The childminder is consistent in her approach to behaviour management. Children are kind and polite. Their behaviour is generally good. Children respond well to instructions and learn to cooperate, for example, how to tidy-up toys. They enjoy fruit and know that they need to wash their hands before eating to reduce the risk of infection. The childminder reminds children to drink water to keep hydrated. She takes children to the local park and playgroups. This helps children to socialise with others, develop their physical skills and learn about the local community. Through outings, children practise to cross roads safely.

Outcomes for children are good

Children achieve well and any gaps in learning are closing. They develop curiosity and positive attitudes towards learning. Children listen carefully and confidently communicate their thoughts. They love to explore musical instruments and to listen to the sounds they make. Children can name many colours and objects. They enjoy books and soft toys. Children are aware of the changes that happen to the natural world around them.

Setting details

Unique reference number	EY268032
Local authority	Ealing
Inspection number	10073251
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	8 June 2016

The childminder registered in 2003 and lives in Northolt, Middlesex. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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