

Childminder Report

Inspection date

9 June 2016

Previous inspection date

14 March 2012

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

- Partnerships with parents are good. The childminder regularly provides them with information about their children's learning and development. The daily diary keeps parents informed about topics and themes, and routines of the day.
- The quality of teaching is strong. The childminder knows children she cares for well. She provides a range of different experiences and activities that is suitable for their ages and abilities. She takes account of their individual interests so they remain motivated and engaged.
- The childminder acts as a positive role model. She uses praise and encouragement throughout the activities and has set clear boundaries to promote positive behaviour. Children learn to be polite, share their toys and take turns during their play.
- The childminder builds strong, nurturing relationships with children in her care. This supports children's emotional well-being and builds a secure basis from which children are ready and able to learn.
- Children make particularly good progress in their personal, social and emotional development.

It is not yet outstanding because:

- The childminder does not yet have a two-way flow of information about children's learning and development with other settings they attend. This means that information that enables both providers to complement and build on the learning that takes place elsewhere is not shared.
- The childminder does not use her accurate assessments of what children already know and can do to plan as precisely as possible for their future learning. This means that although children make good progress, they are not progressing as rapidly as possible.

What the setting needs to do to improve further

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

- strengthen the two-way flow of communication with other early years settings children attend, in order to complement and build more successfully on the learning that takes place elsewhere
- use information from accurate assessments of children's achievements to plan as precisely as possible for their rapid progress.

Inspection activities

- The inspector checked evidence of the suitability of all household members. He looked at a sample of the childminder's policies and procedures and discussed the childminder's self-evaluation form and improvement plans.
- The inspector viewed all areas of the childminder's home that are used by children.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents expressed in written testimonials.

Inspector

Peter Towner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding procedures and knows what action to take if she has concerns about a child in her care. She regularly reflects on her practice and welcomes the views of parents and children to help her continually improve her provision. The childminder places a high value on her own professional development and undertakes research and short courses to deepen her understanding of how children learn and develop. This impacts positively on the experiences of children and helps the childminder maintain good quality teaching.

Quality of teaching, learning and assessment is good

The childminder interacts with and responds well to children during play. Her teaching skills are good. She provides children with clear guidance about her expectations. Children flourish as they take part in carefully planned activities and experiences and are supported well to find out about the world in which they live. An example of this is the many outings and visits that further enrich the learning opportunities for children to explore and become active, curious learners. The childminder completes regular, detailed observations and assesses the progress of children. The promotion of clear speech and language skills is good. The childminder follows children's interests and encourages them to talk about their families and friends, linking new vocabulary and learning to familiar experiences and events.

Personal development, behaviour and welfare are good

Children settle quickly because the childminder works closely with parents to meet the care needs of each individual child. She finds out about children's interests and routines and builds well on what they know and can do. This helps children to quickly gain confidence and become secure in their relationships with the childminder. Children learn from a young age to be independent and hang up their coats, take off their shoes and to make healthy choices about what they eat and drink. Behaviour is good. The childminder has clear, age-appropriate expectations of them. Younger children begin to understand simple boundaries set consistently by the childminder. Children gain an understanding of risk through everyday routines and outings, such as learning about road safety rules when out in the community.

Outcomes for children are good

All children are making good progress in their learning. Their literacy and mathematical skills are developing well through a variety of opportunities to read, write and solve problems through play. Children develop a good range of skills and attitudes to learning to support their future education. They learn to be independent at an early age, develop confidence in themselves and build strong relationships with adults and other children.

Setting details

Unique reference number	EY270301
Local authority	Ealing
Inspection number	1040107
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	14 March 2012
Telephone number	

The childminder was registered in 2003 and lives in the London borough of Ealing. She operates her provision all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

