

Childminder Report

Inspection date	1 November 2017
Previous inspection date	2 February 2015

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 plans a wide range of stimulating activities that engage children's interest effectively. She teaches children important skills, with a strong focus on literacy and mathematics, to prepare them for school.
- The childminder knows children well and assesses their progress carefully to identify any gaps in their development and to plan for their next steps in learning. She works closely with parents and other professionals to help children make good progress.
- Children enjoy positive relationships with the childminder and each other. They behave well and cooperate readily.
- The childminder provides a safe and secure play environment. She supervises children closely to help reduce the risk of accidents and incidents.
- The childminder evaluates her practice accurately, to identify and address areas for further development to improve outcomes for children.

It is not yet outstanding because:

- The childminder sometimes does not challenge children fully, to encourage them to think about different solutions to problems and answers to questions.
- Occasionally, the childminder limits the time available for children to enjoy and finish their food, rather than enabling them to manage their own needs in their own time.

What the setting needs to do to improve further

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

- develop more skilful ways to question children, to encourage them to extend their critical-thinking skills further
- review routines, particularly at meal and snack times, to increase opportunities for children to independently manage their own needs successfully.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector and the childminder observed and discussed an activity together.
- The inspector talked to the childminder and children at appropriate points throughout the inspection.
- The inspector looked at children's assessment records, evidence of the childminder's training and her self-evaluation form.

Inspector

Gillian Little

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge and understanding up to date and is familiar with the procedures to follow if she has concerns about children's welfare. She follows an effective programme of professional development to improve her practice and teaching skills. For example, following training and networking with other professionals she provides a broader range of activities that help children develop a wider range of skills. The childminder seeks the views of parents routinely to help her monitor the effectiveness of her practice. She works closely with external agencies to assess any concerns about children's progress and help secure additional support.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to identify children's starting points in learning and to find out about their capabilities and interests. She uses good-quality interactions overall to help children make links in their learning and to develop their language skills. The childminder makes learning enjoyable and teaches children new skills effectively. For example, she encourages them to count, recognise numerals and gain control while using tools as they enjoy exploring pirate figures and treasure. The childminder encourages children to develop an understanding of sounds and letters to support their early literacy development effectively.

Personal development, behaviour and welfare are good

The childminder is a good role model and has a patient, kind approach that helps children to feel secure and confident. She helps children to develop positive social skills and provides good opportunities overall to encourage their independence. The childminder supports children to be respectful to people who are different from themselves. For example, children explore a range of books and learn about different festivals. The childminder teaches children about the importance of staying safe and she encourages healthy lifestyles, such as following good hygiene practices.

Outcomes for children are good

All children progress well from their starting points in learning. Children who have starting points lower than expected for their age, make good progress as they become more confident, overcome language barriers and develop their communication skills. Children are keen to learn and they join in with activities readily. They develop physical control as they learn to manage tools effectively, such as using knives and forks as they cut fruit. Children learn to recite numbers in order, recognise numerals and begin to add and subtract. They enjoy making marks and they understand that writing has a purpose. For example, children enjoy writing shopping lists.

Setting details

Unique reference number	EY309167
Local authority	Hillingdon
Inspection number	1092371
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	2 February 2015
Telephone number	

The childminder registered in 2009. She lives in Harefield, Middlesex. The childminder receives funding for the provision of free early education for children aged three years. She offers full-time care throughout the year, including out-of-school care.

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