

Childminder Report

Inspection date

25 June 2015

Previous inspection date

16 October 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good as the childminder has a well-developed knowledge of how to promote children's learning in important areas, such as communication and language, and personal, social and emotional development.
- The childminder carefully monitors children's progress in order to identify their individual next steps in learning.
- Children form secure attachments to the childminder and this promotes their emotional well-being and independence.
- The childminder has a good understanding of and effective systems in place for safeguarding children. She is fully aware of and sensitive to real and potential threats to children, and safeguarding is her primary concern when looking after children's welfare.
- The childminder has established effective partnerships with parents and other settings, which make a strong contribution to meeting children's needs and improving outcomes for them.

It is not yet outstanding because:

- The childminder does not always inform Ofsted about changes to her household. However, this omission does not have a significant impact on children's care or learning.
- At times, children cannot access all of the resources, which means that they are not always able to fully develop their own play opportunities and independence.

What the setting needs to do to improve further

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

- improve opportunities for children to develop their independence skills further by ensuring that they can choose from a range of readily available resources and so direct their own play.

Inspection activities

- The inspector considered activities in the childminder's home and observed interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder about her practice and sampled documents, such as relevant policies and procedures.
- The inspector toured the premises used for childminding and reviewed the safety measures in place.

Inspector

Michelle Bassani

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder has worked hard to develop her knowledge and understanding of the requirements of the Early Years Foundation Stage since her last inspection. She carefully plans activities and play experiences for children based on their individual interests and needs. This results in all children making good progress from their starting points. For example, children engage in role play with dolls using a range of related resources to support their play. This indirectly helps them to develop an awareness of personal care. The childminder prepares children well for school by providing them with opportunities to develop important mathematical skills, such as counting, number recognition and capacity, through counting games, puzzles and water play with bottles and jugs. Children have access to different types of drawing activities to promote their early writing skills. The childminder has effective systems in place to help her identify children who are not reaching expectations. She works in partnership with parents and other settings to seek support for these children to help narrow any gaps in learning.

The contribution of the early years provision to the well-being of children is good

The childminder's interactions with children are warm and responsive, which helps children to feel secure. The childminder recognises children's significant achievements, which she records in their development records and shares with parents. This helps to develop children's self-esteem and confidence. Children have daily opportunities to play outside either in the childminder's large garden or during playgroup visits. They develop their physical skills and fitness as they use their legs to push themselves along on bicycles or kick a ball towards a target. There are well-established hygiene practices that help to teach children, for example, about the importance of covering their mouth when coughing to prevent the spread of germs. The childminder develops children's awareness of fire safety through fun games that require them to imagine specific role play scenarios and then solve the problem of how to escape.

The effectiveness of the leadership and management of the early years provision is good

The childminder has robust systems in place to review the quality of her provision. Parents' and children's views are taken into account and help the childminder to shape the direction of any improvements. For example, the childminder has purchased further mathematical resources. The childminder maintains the quality of her provision by attending training courses for her own professional development as often as possible. This has had a positive impact on her practice as training has helped to develop her understanding of early years education. Improvements to assessment and planning procedures ensure that children receive good-quality learning experiences.

Setting details

Unique reference number	EY335700
Local authority	Ealing
Inspection number	834805
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	16 October 2009
Telephone number	

The childminder was registered in 2006. She lives in Northolt in the London Borough of Ealing. The childminder cares for children for five days a week during school term times.

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