

Childminder report

Inspection date	4 April 2019
Previous inspection date	3 May 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

- Since the last inspection, the childminder has established a targeted system to improve checks on children's progress and share their future learning needs with parents.
- The childminder's knowledge of how children learn and develop has a positive impact on the learning experiences she offers. The quality of teaching is good. As a result, children are enthusiastic learners who make good progress. They develop the skills needed for their future learning, including the move to nursery.
- Children settle quickly in the childminder's care. They respond well to her gentle and nurturing approach, and enjoy warm and enjoyable interactions with her throughout the day. She builds secure attachments and supports children's emotional development very well.
- The childminder has high expectations of children's behaviour. She ensures that children are polite, and they learn to say 'please' and 'thank you' routinely throughout the day.
- Parents comment on the childminder's 'expert knowledge' of child development, and trust her to support their children fully as they 'learn and grow together'.
- The childminder carries out daily checks of the premises to remove any hazards, and risk assesses outings and play sessions she attends to promote children's safety. She supervises children well.
- The childminder has not fully explored ways to seek the views of parents and children to help her make improvements to her provision.
- Children make weekly visits to local parks and libraries. However, at present the childminder's own outdoor area is not used as fully as it could be for children who enjoy playing outside.

What the setting needs to do to improve further

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

- seek the views of parents and children, and use this information to evaluate the practice and identify areas for improvement
- implement plans to further develop outdoor learning opportunities so that children who prefer to learn outdoors are given maximum opportunity to do so.

Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children throughout the inspection, at appropriate times.
- The inspector sampled documentation, including suitability checks, records of children's learning, and progress and training records.
- The inspector took account of the parents' views through discussion and written feedback.
- The inspector discussed the improvements addressed since the previous inspection, and how the childminder evaluates her practice.

Inspector
Stacy Miller

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of safeguarding issues and her responsibility to provide a safe and secure environment for children. She understands how to recognise and refer any concerns about children's welfare. The childminder keeps her knowledge updated through regular training, and makes good use of personal research and professional networking groups to refresh her skills. The childminder has good systems in place to monitor children's progress, and ensures that any gaps in their learning are identified and swiftly addressed. Relationships with parents are strong. The childminder regularly informs them of the daily activities that their children take part in, and has frequent discussions with them about their children's progress and well-being. Parents comment upon the 'homely' feel of the setting, and highly praise the quality of care their children receive.

Quality of teaching, learning and assessment is good

The childminder knows the children in her care well. She uses her observations and assessments to identify what children need to learn next, and provides activities that appeal to their interests. For example, children are encouraged to sing and act out nursery rhymes with props, and are challenged to find, count and match items across the environment. The childminder responds sensitively to children's needs. This supports them to connect ideas and make meaningful links in their learning. For example, children compare the size, shape and length of different foods, and learn to share and count out toys equally in their play. The childminder's timely and skilful questioning promotes children's confidence and understanding of mathematical language. Children are eager to participate. This positive attitude creates a secure foundation for future learning.

Personal development, behaviour and welfare are good

Children develop close bonds with the childminder and feel safe and secure in her care. She adopts a positive approach to managing behaviour to help foster children's self-esteem. She praises children's 'have a go' attempts at new learning, and offers clear explanations as children learn to consider the feelings of others and take turns in their play. Children enjoy healthy meals and snacks. They get lots of fresh air and exercise when visiting local parks, and learn good hygiene habits, such as washing their hands before eating. Children benefit from a warm and nurturing environment, with toys and resources easily accessible to support their play. Children learn about special events and festivals, which promotes their understanding of the wider community.

Outcomes for children are good

All children make good progress from their individual starting points. Older children learn to value and handle books with care. They visit the library regularly and choose books and stories that interest them. Younger children's independence is encouraged at all times. Children enjoy a range of experiences and outings outside of the childminder's setting, where they engage in rich physical and exploratory play. This helps to secure good outcomes for children by promoting their large-muscle skills and ability to adapt to different routines.

Setting details

Unique reference number	EY359125
Local authority	Ealing
Inspection number	10073971
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	7
Number of children on roll	7
Date of previous inspection	3 May 2016

The childminder registered in 2007 and lives in Acton, in the London Borough of Ealing. She operates Monday to Thursday, from 8am to 5.30pm, all year round. The childminder has relevant early years and paediatric qualifications.

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