

Childminder Report

Inspection date

11 October 2017

Previous inspection date

9 April 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

- Children make good progress. The childminder monitors children's development effectively to identify and address any gaps in their learning.
- The childminder has good relationships with parents and other providers involved in children's care and learning. This promotes continuity to ensure that children's needs are met well.
- Children enjoy a stimulating and welcoming play environment. The childminder organises her setting well and she supports children to make choices in their play and learning.
- Children have good access to outdoor facilities where they play and exercise in the fresh air. This also supports those children who learn better outdoors.
- The childminder gives children's personal, social and emotional development high priority. Children are happy, settled and confident in her care.

It is not yet outstanding because:

- The childminder does not consistently give full consideration to professional development opportunities that enable her to continually develop her knowledge and skills and help raise teaching to the highest level.
- At times, the childminder does not give children enough time to put their own thoughts into words during conversations and when she asks them questions.

What the setting needs to do to improve further

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

- build on the already good practice and sharpen the focus on professional development opportunities that help raise skills, knowledge and the quality of teaching to the highest level
- increase opportunities for children to think about how they want to respond during conversations and when they are asked questions.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children.
- The inspector and the childminder observed children during an activity and completed a follow-up discussion about children's learning, progress and behaviour.
- The inspector looked at children's assessment records, talked to children at appropriate times and reviewed feedback from parents.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the signs and symptoms that may indicate a child is at risk from harm. She has a good knowledge of how to record and report concerns about children's welfare to promote their safety. The childminder reviews the safety of her home regularly. Risk assessments are effective to identify and minimise potential risks to children. Children learn in a safe environment. The childminder reviews her practice regularly and involves parents and children in the process.

Quality of teaching, learning and assessment is good

The childminder observes the children as they play to identify their emerging interests and to help establish what they need to learn next. She regularly assesses their progress and shares ideas with parents about how they may support children's continued learning at home. She helps children to develop their physical skills. For example, children enjoy rolling, cutting and squeezing soft dough. The childminder effortlessly joins in with their imaginative play and models taking turns as they make dough leaves for the tree picture. Children learn to use one-handed tools, such as pencils and crayons, and how to handle books and turn pages correctly.

Personal development, behaviour and welfare are good

Children are becoming independent and are gaining the confidence to try and do things for themselves. For example, they help tidy resources away and follow instructions well. The childminder promotes good health and hygiene. For example, the childminder provides healthy snacks and teaches the children when and why it is important to wash our hands. The childminder provides a good range of age-appropriate resources for children to choose from. Children enjoy outings in the community, such as trips to the local ponds, park and library. The childminder teaches children about water and road safety. Children move confidently in a variety of ways. They run, climb and jump using their large muscles to strengthen their bodies.

Outcomes for children are good

All children make good progress. They are developing the necessary skills for the next stage in their learning and the eventual move on to school. Children are confident and independent. They approach learning with enthusiasm and a positive attitude. Children show interest in books. They concentrate as they listen to stories and are eager to discuss illustrations. Children learn to behave well and to consider the needs of others. They gain a good understanding of the diverse society in which they live and start to appreciate the similarities and differences between themselves and others.

Setting details

Unique reference number	EY391080
Local authority	Hillingdon
Inspection number	1093787
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	3
Name of registered person	
Date of previous inspection	9 April 2015
Telephone number	

The childminder registered in 2009. She lives in Northolt in the London Borough of Hillingdon. The childminder operates all year round from 7am to 6pm from Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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