

Childminder report

Inspection date: 30 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's setting expectant of an engaging day and they separate from their parents without anxiety. Children settle in quickly on arrival as they explore the educational resources which are set up. The childminder has a strong bond with the children. Children express their needs and interest freely and the childminder is on hand to support them successfully. Children behave well and deal with their peers kindly. Where there is a conflict, the childminder helps children to resolve this successfully through explaining why the behaviour has occurred and why it is not acceptable. She has good behaviour expectations of all children and models this behaviour for them to emulate. The childminder provides a safe and secure environment for children to learn in, both indoors and outdoors. For instance, she risk assesses the garden area before the children go out to play there. The indoor area has stimulating resources which are appropriate for the age and stage of the children, and at their level, to promote independent choices. The teaching is good at this setting. However, the childminder does not always meet the needs of the younger children in a small-group activity. Her continuous professional development is not yet specifically focused on raising the quality of teaching to outstanding level. Children are confident to engage with adults and their peers. They explore their environment eagerly and persist at their tasks.

What does the early years setting do well and what does it need to do better?

- The childminder has varied resources to meet the children's needs and interests in all areas of the learning requirements of the early years foundation stage. For instance, she reads stories to children to support their communication and language development. Children are, therefore, articulate and express their needs and interests confidently.
- The childminder completes observations on the children and assesses these. Planning for the children is consequently based on the outcome of the assessment of the observations completed. The childminder occasionally does not consider the mixed abilities during small-group activities. As a result, she does not always meet the needs of the younger children. The childminder's continuous professional development is yet to specifically focus on raising the quality of teaching to an outstanding level.
- Children are well behaved. The childminder models good behaviour to them. When there is behaviour which is considered unacceptable, the childminder explains to children why that behaviour is wrong and what the correct behaviour is. For instance, when a child takes play dough from a younger child without asking, the childminder reminded the older child that he needs to ask for the play dough, as not doing so will upset the younger child.
- The childminder promotes children's hygienic needs successfully. Younger children are wiped clean as required, and older children are supported to clean

themselves. The childminder actively offers equal opportunities for children to learn in a diverse and inclusive way. For example, children learn about people who are different from how they look, physically.

- The childminder has an effective way to reflect on the quality of the provision. She takes views from parents, children and staff to improve on the quality of the provision. The childminder works closely with other persons who are important to children who attend her setting, to make sure that all the needs of the children are fully met. She has effective working partnerships with parents, which ensures that the needs and the interest of the children are met.
- Parents speak highly of the childminder, explaining how she supported the settling in of the children by allowing them to visit the setting as many times as was necessary, to ensure that the children were settled in securely. Parents appreciate the daily feedback they receive and the discussions they have regarding children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of the issues which would cause her concern about children who attend at the setting. She knows the procedures and processes to follow if required. The childminder risk assesses the immediate environment before children's use, to ensure that children learn in a safe and secure environment. She also risk assesses the trips on which she takes the children, to ensure that their physical health is secured.

What does the setting need to do to improve?

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

- extend the focus on professional development in order to raise the good-quality teaching to the next level
- review the planning and teaching of group activities to ensure that they consistently support the learning needs of all children as well as possible.

Setting details

Unique reference number	EY409020
Local authority	Hounslow
Inspection number	10074468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2010. She works with her co-childminder, who lives in Isleworth, in the London Borough of Hounslow. The childminder operates from 7.30am to 6pm, Monday to Friday, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- The childminder and inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The childminder and inspector conducted a joint observation of the childminder's teaching and considered how this supports children's learning.
- The inspector spoke with a parent and her views were taken into account.
- The inspector looked at documentation, including safeguarding policies, training certificates and children's learning records.
- The inspector spoke to the childminder about the activities that she plans and how these benefit children's learning and development.

We carried out this inspection 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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