

Childminder Report

Inspection date

17 June 2016

Previous inspection date

24 November 2011

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a secure understanding of the early years foundation stage. She provides interesting and challenging experiences that meet the needs of all children.
- Children have strong attachments to the childminder, who is very caring and attentive to their needs, which positively affects their self-esteem and motivation to learn.
- The childminder is a positive role model. She sensitively encourages children to share, take turns and cooperate. Children behave well. They play happily together, and show tolerance, kindness and respect towards others.
- Children settle very easily. The childminder has an exceptional understanding of their individual needs, likes and dislikes, which helps her to consistently meet their care routines and support their learning.
- The childminder monitors children's development effectively to identify and address any gaps in their learning. All children make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not always pursue all opportunities for children to use and hear words and to enhance their speaking skills.
- At times, the childminder misses opportunities to extend children's mathematical development, in particular their understanding of number, shape and use of mathematical language.

What the setting needs to do to improve further

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

- make better use of all opportunities to develop further children's communication and language skills
- build on opportunities for children to extend their mathematical development.

Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector observed an activity and jointly evaluated this with the childminder.
- The inspector looked at the children's assessment records and a range of other documentation.
- The inspector checked evidence of the suitability checks of adults living on the premises and the childminder's qualifications.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands child protection issues and implements thorough safeguarding procedures. She understands her responsibility to support children's safety and welfare. The childminder has made significant improvements since her previous inspection. She has successfully addressed previous actions and recommendations to improve outcomes for children. For example, the childminder has completed a relevant qualification at level 3 and she continues to seek further training opportunities to enhance children's learning and development. The childminder monitors the quality of her setting. She works closely with the local authority adviser and seeks the views of parents, to identify how she can further improve.

Quality of teaching, learning and assessment is good

The childminder uses information from her observations effectively to identify and successfully plan for the next steps in children's learning. She provides stimulating activities and experiences for children, which reflect their interests and stage of development. The childminder shares this information with parents on a regular basis to keep them informed of their children's ongoing progress. All children have fun using their imagination, for example, when engaging in role play activities. They enjoy involving the childminder in their play and are excited to re-enact familiar situations, such as playing doctors and being a patient at the doctors.

Personal development, behaviour and welfare are outstanding

Children are highly confident to explore the varied range of resources available, indoors and outdoors. They select what they want to play with, while developing their independent skills. Warm and positive relationships ensure that children feel safe, secure and have a real sense of belonging in the childminder's home. Children receive clear messages about healthy lifestyles and follow good hygiene practices, which effectively supports their good health. They benefit daily from healthy food choices, for example, home-cooked meals with vegetables that they have grown. The childminder is an excellent role model and consistently uses praise and encouragement to support children's positive behaviour. Children are exceptionally well behaved and are able to concentrate well. For example, they become fully engrossed in imaginative play for extensive periods.

Outcomes for children are good

Children benefit from interesting experiences, and they learn skills that help them to be well prepared for school and their future learning. They make their needs known and follow simple instructions well. Children develop good listening skills. For example, they enjoy hearing nursery rhymes and happily join in with their favourite songs. They develop good hand-to-eye coordination, such as when scooping sand into different pots.

Setting details

Unique reference number	EY428752
Local authority	Ealing
Inspection number	838877
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	24 November 2011
Telephone number	

The childminder registered in 2011. She lives in Greenford, in the London Borough of Ealing. The childminder operates Monday to Friday, from 8am to 5pm, except for family holidays and bank holidays. She holds an early years qualification at level 3.

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