

# Childminder report

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|--------------------------|--------------|
| <b>Inspection date</b>   | 18 July 2019 |
| Previous inspection date | 17 June 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>2 |
|---------------------------------------------------------------|-------------------------------------------------|---------------------|---------------|
| Effectiveness of 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 offers kind, warm and thoughtful care for all children. Children settle well into daily routines and are confident to ask for help. Their behaviour is excellent.
- The childminder knows children well and supports their learning effectively. Children make good progress in relation to their individual starting points and capabilities. They are ready for the next stages in their learning and development, including starting school.
- Partnerships between the childminder and parents are strong. For example, the childminder shares detailed information with parents about their children's daily routines and development and involves them in planning for children's next steps in learning.
- Parents are pleased with the good progress their children make and comment on how the childminder is helpful and approachable.
- The childminder attends training and liaises with outside professionals to help widen her knowledge and skills.
- Children do not always access enough opportunities to strengthen their understanding of other cultures as part of their understanding of the world around them.
- The childminder does not always make use of the range of resources available to encourage children to build on their enjoyment of creative activities.

## What the setting needs to do to improve further

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

- broaden the range of experiences to help children learn about other people and their communities
- extend the opportunities and the use of tools available to further support children's enjoyment of art and craft activities.

### Inspection activities

- The inspector observed the childminder and children playing.
- The inspector sampled the childminder's policies, procedures, risk assessments and children's development records.
- The inspector discussed the childminder's procedures to safeguard children, and her process for reflecting on her practice, including evidence of the suitability of adults living on the premises.
- The inspector took account of the comments and suggestions of parents and children.

#### Inspector

Fatiha Maitland

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has developed a good knowledge of safeguarding practice. For example, she knows about the recording and reporting procedures and shares her policies with parents to help keep children safe. The childminder checks the progress of each child. When identifying gaps in children's learning, she is confident to seek advice from professionals to meet the needs of all children. She works well with providers to ensure good progression and consistency to children's learning and development. The childminder considers the comments and suggestions of parents, children and others. This helps her reflect on her practice to sustain continuous improvement.

### Quality of teaching, learning and assessment is good

The childminder obtains relevant information from parents to establish children's starting points. She uses her observations to provide engaging activities that motivate children to learn. The childminder plays with children and offers them praise and encouragement. Children keenly join in play and relate very well to others. For example, they learn to explore a range of toys and find out how things work. Children can build their favourite models and handle resources with care. The childminder holds discussions with children and supports their language development effectively. Children enjoy stories, learn songs and acquire new vocabularies.

### Personal development, behaviour and welfare are outstanding

The childminder is an excellent role model for children. She talks to children in a calm and gentle manner and uses praise to boost their confidence. Children learn to share toys fairly, negotiate roles during play and solve problems. The childminder helps children to adopt excellent healthy lifestyles. For example, children know that water keeps them hydrated. Older children understand that fruit has goodness to help them grow and develop. Children learn to use real cutlery, serve themselves and develop very good skills to manage tools safely. Children learn to put their plates and cutlery away after eating, without being prompted. Children engage very well in outdoor play. For example, they learn to throw and catch balls, developing very good coordination and control. The childminder makes regular checks on her home and outings to help keep children safe.

### Outcomes for children are good

Children achieve well and any gaps in their learning are closing. Younger children learn to socialise with others. Older children learn to count, sort and match objects correctly. They are developing the skills to solve problems. They know some letters and sounds and are beginning to recognise the initial sounds in their names. Children are aware of the changes that happen to the natural world around them.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY428752                                                                          |
| <b>Local authority</b>             | Ealing                                                                            |
| <b>Inspection number</b>           | 10074809                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 3                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Date of previous inspection</b> | 17 June 2016                                                                      |

The childminder registered in 2011 and lives in Greenford, in the London Borough of Ealing. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays.

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