

Childminder report

Inspection date	3 July 2019
Previous inspection date	27 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 provides a warm, welcoming environment where children are able to make independent choices in their play. She plans an interesting range of enjoyable and challenging activities that support all the different areas of learning. Children enjoy and have access to a well-planned and resourced garden area, where they can explore a range of natural materials and wheeled toys, and experience the changing weather.
- The childminder gathers a wealth of information from parents when children start. She observes children effectively in their play and completes regular termly assessments to assess their learning, which she shares with parents. This enhances parents' knowledge of their children's learning and helps them to support their children at home.
- Parents are very positive about the care their children receive. They write about the excellent settling-in procedures and how happy their children are with the childminder. Parents receive information in daily diaries, regular photographs and daily discussions about their children's day.
- Children benefit from a wide range of opportunities for them to explore and learn about different cultures, their local community and the wider world. For example, they take part in different festivals, such as Chinese New Year, Diwali, Easter and Christmas. They visit interesting places, such as Kew Gardens and city farms, and experience strawberry picking.
- Although the childminder has completed recent training courses, she has yet to develop an ambitious plan to continually improve her professional knowledge, aimed at achieving the highest quality practice.
- The childminder's system for keeping some required records, for example those relating to administering medication, is not consistently well organised.

What the setting needs to do to improve further

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

- develop an ambitious plan to improve the childminder's knowledge and teaching, and to achieve the highest possible outcomes
- continue to improve the organisation of all documentation so that it is easily accessible.

Inspection activities

- The inspector observed activities in the main play areas and garden.
- The inspector took account of the views of parents through available letters and documentation.
- The inspector observed interactions between children and the childminder and her co-childminder.
- The inspector looked at a range of documentation, including safeguarding procedures, the suitability of adults living and working at the premises and children's assessment records.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector

Rubina Nijabat

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her co-childminder actively teach children to consider hazards and risks. When they go out, they teach children to look out for moving cars and bicycles and that they must hold hands. The childminder ensures her home is safe and secure for children to come to play and learn. The childminder has a good understanding of what would constitute a safeguarding concern and what she should do about any concerns. She is ambitious for ongoing improvements to her practice and good outcomes for children. The childminder has effective systems for self-evaluation and includes the views of her co-childminder, children and parents. This enables her to identify strengths in her practice and areas for development. Training to develop children's communication and language has helped to support children's confidence in speaking and listening.

Quality of teaching, learning and assessment is good

The childminder knows children well and plans activities to meet their individual needs and to close any gaps in their learning and development. For example, she plans activities effectively to support children's recognition of number and colour. The childminder models how to count accurately, using one-to-one correspondence in all sorts of different contexts. She steps back in a timely way to allow children to practise and have go. Children also receive good support in their early literacy. The childminder acts out children's favourite stories with enthusiasm. Children become fascinated with characters as they turn the pages in a book. Together, they explore a range of emotions in a story and match coloured scarves to different moods and feelings. Children enjoy role play, taking dolls for a stroll in the garden and ensuring they have all the dolls' belongings for their outing.

Personal development, behaviour and welfare are outstanding

Children are eager, confident learners and the childminder praises and encourages their enthusiasm and self-esteem. Children demonstrate good manners and behave exceptionally well. They learn excellent social skills from an early age and what acceptable behaviour is. They negotiate well between themselves as they play and receive excellent, timely support from the childminder to think about their behaviour, as they learn to share and take turns. The childminder helps children to develop their independence skills superbly through routines such as dressing and mealtimes. They learn how to put on their shoes before going into the garden and how to serve themselves. Children learn about foods that are healthy for them, and are offered plenty of fresh fruit, home-cooked meals and water throughout the day. Children benefit from regular fresh air and exercise, such as stretching activities, movement and dance.

Outcomes for children are good

Children make good progress. They are happy in the childminder's care and acquire many physical skills as they learn to use a range of equipment. Children are keen and motivated learners who gain good early literacy, writing and mathematical skills. They develop key skills to support their future learning.

Setting details

Unique reference number	EY429633
Local authority	Ealing
Inspection number	10106556
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 October 2015

The childminder registered in 2011 and lives in the London Borough of Ealing. She works with another registered childminder. The childminder offers care from 7.30am until 6pm from Monday to Wednesday, and from 7.30am until 5.30pm on Thursday, all year round.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

