

Childminder Report

Inspection date

13 October 2015

Previous inspection date

19 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder has started to evaluate her practice; however, this is not fully established and does not include the views of children and parents to help the childminder evaluate her service fully.
- The childminder provides children with some activities that promote their early understanding of mathematics but she is less certain on how to help them understand about numbers and counting.

It has the following strengths

- The childminder demonstrates a commitment to ongoing improvement. She has met the actions set at the last inspection; she has developed a partnership with the local authority and has attended some training to enhance her practice, using this to benefit the outcomes for children.
- The childminder enjoys her role, and her interest generally encourages children and excites them to learn and make progress.
- The childminder cares for children in a positive and encouraging way. As a result, they are secure and confident in her care.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

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| ■ improve knowledge of how children learn about number and counting and give children every opportunity to learn about these in activities that are suited to their levels of development. | 30/11/2015 |
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To further improve the quality of the early years provision the provider should:

- develop further systems for evaluation of the care provision to include the views of children and parents.

Inspection activities

- The inspector and childminder discussed the systems used to observe and record the children's progress.
- The inspector sampled documents that the childminder uses to support her practice.
- The inspector completed observations of the children engaged in activities with the childminder.
- The inspector viewed the rooms and resources used by the children.
- The inspector discussed with the childminder how she had addressed actions set at the last inspection.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The childminder has recently updated her training and knows what to do if she has concerns about a child's welfare. The childminder understands and implements requirements. The childminder has suitable partnerships with parents. She keeps them informed about their child's day and of their progress. She now understands her role in sharing assessments with parents and is aware of other professionals she can contact for guidance and support if she has concerns about children's development and progress. The childminder is beginning to evaluate her practice and to identify where she can drive improvements.

Quality of teaching, learning and assessment requires improvement

The childminder now uses observation and assessment to provide children with an appropriate range of activities. The childminder talks to the children, using some effective teaching and questions to encourage the children to think for themselves. For example, she asks the children about the colours of the bricks they are using, and talks about the sounds that the toys make. This encourages the children to use their emerging language to copy the sounds they hear. However, the childminder's expectations of what children can do are sometimes unrealistic. For example, she expects very young children to learn about numbers and counting. Nevertheless, she provides them with activities to help them learn about space, such as building simple structures. This also helps children develop their coordination skills. Children enjoy being outdoors. They like to play in the park and collect leaves as they fall from the trees. The childminder uses this to develop their understanding of the world around them.

Personal development, behaviour and welfare require improvement

Children are settled and form good attachments to the childminder. She knows the children well and how she can best support them. The childminder promotes the children's emotional well-being by understanding and meeting their individual care needs. For example, when they wake up they approach her for cuddles and comfort. The childminder keeps children safe in her care. For example, she helps them to understand about keeping safe when walking in the community. With the childminder's support, children develop their independence and social skills ready for the next stage of their learning and their transfer to school. The childminder promotes children's good health and well-being well. She helps children to adopt good personal hygiene routines as part of developing a healthy lifestyle.

Outcomes for children require improvement

Children have some opportunities to learn as they play and, as a result, they are generally making steady progress from their starting points.

Setting details

Unique reference number	EY433147
Local authority	Hillingdon
Inspection number	1010420
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	1
Name of provider	
Date of previous inspection	19 March 2015
Telephone number	

The childminder registered in 2011. She lives in the London Borough of Hillingdon. She cares for children all day, Monday to Friday, throughout most of the year.

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