

Childminder Report

Inspection date	14 October 2016
Previous inspection date	12 October 2012

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides interesting and stimulating resources that cover all areas of the children's learning and development and support them to make good progress.
- Resources are easily accessible. Children gain confidence in choosing activities which follow their current interests. Their emotional well-being is well supported.
- The childminder is a good role model for the children in her care and is careful in the way she supports them to think about how their behaviour affects others. She helps them to share and take turns. Children behave well.
- Children's progress is carefully monitored and the childminder identifies what they need to learn next to prepare for them for their next stages of learning including school. This improves outcomes for children.
- The childminder successfully plans interesting opportunities for children to learn about people and the local community which may be outside their usual experience.

It is not yet outstanding because:

- The childminder does not always recognise when to provide children with more time to think about and express their own ideas.
- The childminder gains information about children's likes and dislikes when they start, but does not build an accurate picture of what they know and can do to help her plan precisely from the outset.

What the setting needs to do to improve further

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

- provide more time for children to think about, and express, their ideas in their own words
- develop further arrangements to obtain more detailed information from parents about children's starting points when they join the setting.

Inspection activities

- The inspector observed children as they were engaged in a variety of activities and reflected on the impact of teaching with the childminder.
- The inspector looked at the rooms and resources used by the children.
- The inspector discussed with the childminder how she met the recommendation made at the last inspection.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.
- The inspector discussed with the childminder the arrangements to observe and assess children's progress.

Inspector

Ceri Callf

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the signs and symptoms that may indicate concern about the welfare of a child in her care and knows the procedure to follow. The childminder completes relevant training about how to identify any children who may be at risk of being exposed to extreme ideas about right or wrong. Children are kept safe through regular risk assessments. For example, the childminder carefully teaches them how to move up and down stairs safely. The childminder reflects on her teaching, using this to plan improvements to her practice. For instance, she has identified additional opportunities to build on her skills even further to support children to make even better progress in their learning.

Quality of teaching, learning and assessment is good

The childminder plans interesting and stimulating activities. For example, children enjoy rain walks in the local park. This helps them learn about the weather and the natural world around them. When they visit local groups, children have access to large soft-play equipment. The childminder encourages them to be physically active and their physical development is supported well. Early writing skills are developed by the childminder. For example, she creates paint bags which interest children as they use their fingers to move the paint around to create patterns. Children enjoy looking at books and they access them easily, and the childminder encourages their interest well. For example, she makes good use of cloth books to help the very youngest children become interested in words and stories. The children benefit from the childminder's use of a wide vocabulary which supports their language development.

Personal development, behaviour and welfare are good

The childminder is kind and gentle with the children. She teaches them to care for each other and their environment in ways they enjoy and, after 'tidy-time', children smile and hug each other. Their social and emotional well-being is well supported. The children are secure in their relationships with the childminder and turn to her for help when they need it. Children learn about healthy lifestyles. The childminder takes the children on trips to local shops to help them learn about different fruits and vegetables. Overall, the childminder works well with parents and they say they are happy with the care their children receive. They receive regular information about their children's care, learning and development.

Outcomes for children are good

Children are confident, happy and interested in sharing their learning with others. They count in their play, identify colours and name the toy animals they are holding. The very youngest children explore treasure baskets with interest and are excited by the things they find and examine. Children are engaged, active learners. They have fun, enjoy their learning and progress well.

Setting details

Unique reference number	EY445194
Local authority	Hillingdon
Inspection number	1059277
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	12 October 2012
Telephone number	

The childminder registered in 2012. Her service is open from 7.30am to 6pm on Tuesdays, Thursdays and Fridays all year round, except family holidays. The childminder receives funding to provide free early years education to children aged three and four years.

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