

# Childminder Report

**Inspection date**

11 April 2016

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------|----------|
|                                                               | Previous inspection:    | Not applicable |          |
| 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 provides a rich selection of resources and a broad range of interesting activities that keep children motivated and eager to learn. She follows children's interests to plan challenging activities and learning experiences.
- Children enthusiastically engage in purposeful play and have plenty of opportunities to make choices about what they want to do. All children make good progress.
- The childminder regularly shares information with parents about their children's progress and keeps them fully informed about their next steps in learning. Parents happily use the childminder's ideas and resources at home, and they feed back to her about their success.
- The childminder supports children in understanding and respecting each other extremely well. Children's behaviour is excellent. They are polite, cooperate with each other very well, and constantly use their good manners.

### It is not yet outstanding because:

- The childminder does not always use information shared by parents as effectively as possible when making decisions about what could be improved at the setting.
- The childminder does not always make the most of incidental opportunities to challenge children's thinking about the world, to extend their good understanding even more.

## What the setting needs to do to improve further

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

- make even greater use of information from parents when deciding what to improve at the setting
- make the most of incidental opportunities to challenge children's thinking and strengthen their understanding about the world.

### Inspection activities

- The inspector observed activities and the childminder's interaction with children throughout the inspection.
- The inspector sampled children's observation, planning and assessment documents, and looked at the registration records.
- The inspector checked evidence of the childminder's suitability to work with children and sampled her policies and procedures.
- The inspector held conversations with the childminder and children during the inspection.

### Inspector

Nataliia Moroz

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has robust safeguarding policies and procedures in place to ensure that children in her care are safe. She has a good understanding of her responsibility to protect children and regularly refreshes her knowledge by undertaking relevant training courses. The childminder uses all training effectively to improve outcomes for children. For example, she has strengthened support for children's language and communication and has further improved her skills in teaching children to link sounds and letters, which helps to prepare older children for school. The childminder carefully checks children's progress and takes prompt action to address any weaker areas. She has a strong commitment to providing a high-quality provision, and is clear about her strengths and areas to improve.

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

The childminder has a good understanding of how children learn and develop. She regularly observes and assesses children's learning and development, and plans a wide range of activities to meet all their learning needs. The childminder consistently makes the most of opportunities to develop children's imagination and their language and literacy skills. For example, she finds resources that children love to use, including a wide range of toys that are linked to books, which helps to foster a positive attitude to reading. The childminder skilfully extends children's interests in imaginative ways. For example, she creates a letter, supposedly from the main character in a story and addressed to the children, which encourages them to find out more about the wider world through a challenging, fun activity.

### Personal development, behaviour and welfare are outstanding

The childminder uses information about new children extremely effectively to help them settle remarkably quickly. Children feel very welcomed and they are thoroughly relaxed in the childminder's home. The childminder promotes children's health exceptionally well. For example, children have superb opportunities for outside play at the childminder's home and in the local parks, which they visit regularly. They enjoy nutritious snacks, such as fresh fruit, and they follow excellent hygiene routines. Children show very high levels of independence and are learning to keep themselves safe as they manage simple physical tasks by themselves, under the close supervision of the childminder. For example, they learn to cut up strawberries for snack time, using children's knives.

### Outcomes for children are good

All children, including those who are learning English as an additional language, progress very well from their starting points. Children receive plenty of praise, which helps to boost their confidence and self-esteem. They are well supported to practise and refine key skills that help them to be prepared for their future learning. Children develop positive attitudes towards others, and strong social skills, through a wide variety of interesting experiences, including outings in the community.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY484915                                                                          |
| <b>Local authority</b>             | Hounslow                                                                          |
| <b>Inspection number</b>           | 1000837                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 2 - 2                                                                             |
| <b>Total number of places</b>      | 5                                                                                 |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | Not applicable                                                                    |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2014. She lives in Brentford, in the London Borough of Hounslow. The childminder works each weekday from 7am to 6.30pm for 50 weeks of the year. The childminder receives funding to provide free early education for children aged two, three and four years.

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