

Inspection date	4 February 2015
Previous inspection date	4 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder is knowledgeable about how children learn. As a result children make good progress.
- The childminder understands safeguarding and welfare requirements clearly. She implements clear policies and procedures to aid the smooth running of the setting.
- Children settle well and enjoy their time in the childminder's care. They feel safe and build strong attachments, which promotes their well-being and confidence.
- The childminder establishes good communication with parents. She keeps them informed about the events of the children's day and involves them in their child's learning.

It is not yet outstanding because:

- The childminder does not regularly provide opportunities for children to explore people's differences. Therefore, she does not fully develop children's understanding of the world around them.
- The childminder does not fully engage with other professionals who share the care of the children, to compliment children's learning further.

What the setting needs to do to improve further

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

- improve the partnerships with other professionals who also care for the children, by sharing further information about children's learning and development
- develop further opportunities for children to learn about similarities and differences that connect them and distinguish them from others.

Inspection activities

- The inspector carried out a tour of the premises with the childminder.
- The inspector held discussions with the childminder about children's engagement in activities and their development and progress.
- The inspector observed the childminder engaging in a variety of learning experiences with the children.
- The inspector looked at a selection of documentation including children's learning journals, records and written policies.

Inspector

Jane Franks

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. The childminder provides play activities that are relevant to the children's abilities and interests to promote their learning. This means children enjoy their experiences, which helps them learn. The childminder engages with children in their play, encouraging their thinking and communication skills through regular conversation and appropriate questioning. This prepares them well for school. For example, children expressed their own ideas creatively when discovering the sounds of musical toys. The childminder used this opportunity to extend their learning, introducing vocabulary such as 'louder' or 'softer.' The childminder encourages children to be curious about their world. She regularly takes children to the library and local toddler groups. These outings help them learn to socialise with other children. However, there are fewer opportunities for children to play with resources to encourage their awareness of people's differences.

The contribution of the early years provision to the well-being of children is good

The childminder uses clear and consistent methods to manage children's behaviour. She is a good role model and gives lots of praise to acknowledge children's efforts. As a result, children are content and settled in the childminder's home. They show a sense of belonging as they move confidently around the home. The childminder provides children with healthy snacks, such as fruit and vegetables. This means children are learning to keep themselves healthy. Children regularly experience outdoor activities. They enjoy trips to the park and use a variety of alternative equipment to develop their physical skills. The childminder encourages children to keep themselves safe. Children practise regular fire evacuation drills and learn road safety procedures. Consequently, children start to take responsibility for their safety and identify possible hazards.

The effectiveness of the leadership and management of the early years provision is good

The childminder clearly understands her role and responsibilities to safeguard children. She is fully aware of the correct procedures to follow should she have a concern about a child's welfare. Robust risk assessments help the childminder to identify and reduce potential hazards well. The childminder is committed to improving her professional development. She focuses on improving the quality of her teaching; she has attended a variety of courses to update her knowledge. As a result, she has developed effective observation and assessment systems to monitor children's achievements. Consequently, she is able to support children to make good progress in their learning and development. The childminder is aware of the need to work with other professionals to provide continuing support for individual children. However, the information she shares is not detailed with regard to children's ongoing progress, so does not fully promote identifying any emerging gaps in children's learning.

Setting details

Unique reference number	EY388215
Local authority	Hounslow
Inspection number	844601
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	4 February 2010
Telephone number	

The childminder registered in 2009. She lives with her husband and two children in Feltham, in the London borough of Hounslow. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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