

Childminder Report

Inspection date

25 June 2015

Previous inspection date

21 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 provides interesting activities that meet children's individual learning needs. She monitors what children know and can do and uses this information to plan what children need to learn next. This results in all children making good progress from their starting points.
- The childminder is enthusiastic and caring, providing a nurturing and inclusive environment for all children in her care.
- The childminder works effectively with parents. She ensures that they are kept informed about their children's developmental progress and can share in their children's learning.
- The childminder has a secure understanding of her responsibilities for safeguarding children and understands what action to take if she has concerns about a child in her care.
- The childminder has good links with local schools and nurseries. She shares relevant information to help children to experience continuity in their care and learning and provides support for their move onto the next stage in their early education.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to develop children's early writing by helping them learn to use their emerging skills to write for different purposes.

What the setting needs to do to improve further

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

- increase activities that help children to develop their understanding of writing for different purposes.

Inspection activities

- The inspector observed children taking part in activities indoors and outside and observed the childminder's interaction with them.
- The inspector sampled documentation the childminder uses to support her practices, including self-evaluation.
- The inspector conducted a joint observation with the childminder and spoke with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents from written feedback.
- The inspector viewed the areas of the premises used by children,

Inspector

Deborah Orchard

Inspection findings

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

The childminder has a good understanding of the Early Years Foundation Stage requirements and how children learn. Her good quality of teaching results in children being happy, confident to initiate their own learning and able to engage in purposeful play. The childminder responds positively to children's interests to extend their learning. For example, during the inspection when children chose to play outdoors, the childminder ensured suitable resources were available to help children learn more about the natural world as they searched for insects and explored the properties of mud. The childminder is skilled in asking questions to make children think and to extend their vocabulary, including introducing words in children's home languages. This results in all children developing good language and communication skills. Overall, the childminder helps children to develop the key skills they will need when they start school. For example, she introduces mathematical language, encourages children's interest in books and helps them begin to learn about the link between letters and their sound.

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

Children have a strong sense of belonging as they share trusting relationships with the childminder. She gives children lots of praise and encouragement. As a result, children behave well and have good self-esteem. The childminder helps children deal with emotional changes. Children talk about their feelings and learn to explore their emotions, for example showing the childminder their happy and sad faces. The childminder encourages children to develop healthy lifestyles. For example, they enjoy helping themselves to healthy snacks and are reminded to drink water. They know why they need to put on sun cream during hot weather. The childminder uses a range of activities to help children understand practices that will contribute to their personal safety.

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

The childminder has a professional approach to childminding. She evaluates the quality of her service effectively. She values the views of parents and children and uses this information to support her in driving further improvements. She is committed to attending training to enhance practice. For example, she completed training regarding checks for two year olds, which has enabled her to be able to review children's development effectively. The childminder has fully addressed the recommendations made at her last inspection and consequently has improved outcomes for children. She now completes risk assessments on all areas used by children and on outings. She provides resources and activities which positively reflect diversity and helps children to learn about differences.

Setting details

Unique reference number	118029
Local authority	Ealing
Inspection number	840147
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	0
Name of provider	
Date of previous inspection	21 January 2009
Telephone number	

The childminder registered in 1997. She lives in the London Borough of Ealing. The childminder offers care each weekday throughout most of the year. The childminder holds an early years qualification at level 3.

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