

# Childminder Report

**Inspection date**

10 August 2015

Previous inspection date

11 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

**This provision is good**

- The childminder has attended relevant training and, as a result, she fully understands her role and responsibility in safeguarding children's welfare and well-being.
- The childminder knows the children very well. She offers kind, thoughtful and considerate care. Her home is safe and children feel secure and fully confident.
- The childminder effectively monitors and reflects on her work with the children. Children benefit from her secure knowledge and her enthusiasm to meet their individual needs well.
- The childminder has a good knowledge of the learning and development requirements. As a result, she plans activities that excite and motivate the children to learn.
- The childminder involves the children in thoughtful conversations, which helps to promote their understanding and use of language.

**It is not yet outstanding because:**

- The childminder does not always make full use of resources to promote children's understanding of the written word to develop their literacy skills even further.

## **What the setting needs to do to improve further**

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

- strengthen children's literacy learning further by using resources more effectively in the environment to help foster their early reading skills.

### **Inspection activities**

- The inspector held discussions with the childminder about the systems she uses to assess children's progress and how these are shared with parents.
- The inspector sampled relevant documents that the childminder uses to support her practice.
- The inspector completed observations of the children engaged in activities with the childminder.

### **Inspector**

Julie Biddle

## Inspection findings

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

The childminder promotes children's learning well. She uses observations of the children's achievements to plan activities that challenge the children so that they make good progress and are prepared for the next stage in their learning. The childminder uses all activities as learning experiences. For example, when children are cooking in the play kitchen, she asks questions about the food and pots they are using to encourage children to think for themselves and to extend their language opportunities. The childminder ensures her plans include a good mixture of activities, including those led by her and ones that children can freely choose. She regularly checks on children's progress to make sure that there are no gaps in their learning. Children enjoy exploring the outdoor environment, both in the garden and the local community. The childminder uses the outdoors for further learning experiences. For example, children plant flowers and learn how to care for them. Children learn about healthy eating as, for example, they pick strawberries for their snack time.

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

The childminder's calm and consistent care means children are very settled and secure. This helps children to develop their self-confidence and feelings of self-worth. These positive relationships also prepare children well for future changes in their lives, such as the eventual move to school. The childminder helps children to understand about keeping themselves safe. For example, she carefully reminds children about sitting and not standing on the chair, explaining why standing on chairs can be dangerous. The children enjoy good opportunities to know their own community and socialise with friends. The childminder helps them to understand the importance of sharing, respecting and showing kindness to others as they play together. She also meets the children's health and physical needs effectively. For example, she encourages children to make healthy choices at snack time and to drink if they feel thirsty. She further provides regular opportunities for children to take walks in the community, which means they get exercise and enjoy fresh air.

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

The childminder's home is well organised, which means children have space to play, learn and remain safe. The childminder has attended a relevant first aid training course, which means she can manage accidents and incidents successfully. The childminder has a very positive partnership with parents; they speak highly of the care she provides for their children. She keeps parents informed about their children's welfare and progress. This means parents are fully involved and able to contribute to their children's learning and development. Furthermore, parents are involved in the self-evaluation process; this helps the childminder to plan and make changes in her care that benefit the children.

## Setting details

<b>Unique reference number</b>	117960
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1007511
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<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>	11 July 2011
<b>Telephone number</b>	

The childminder registered in 1995. She lives in the London Borough of Ealing. She cares for children all day, Monday to Friday, throughout most of the year.

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