

Childminder Report

Inspection date	18 November 2015
Previous inspection date	17 November 2011

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 qualified childminder uses her good knowledge of how children learn to provide stimulating and challenging activities that motivate them to join in. Children make good progress from their starting points.
- Children develop very good communication and language skills, including those learning English as an additional language. The childminder engages children in meaningful conversations which supports their learning effectively.
- Partnerships with parents are strong. The regular sharing of information provides continuity in children's learning and involves parents well.
- The childminder teaches children about expected behaviour. She implements rigorous policies and practices to promote children's good health, welfare and well-being.
- The childminder regularly reflects on her teaching practice. She considers her training needs effectively to benefit children. She takes into account parents' and children's views to help maintain good outcomes for children.

It is not yet outstanding because:

- The childminder has not fully considered how she can consistently share information with other settings children attend to strengthen the already good relationships, and to fully promote continuity in children's learning.
- Younger children have fewer consistent opportunities to fully develop their independence and self-care skills.

What the setting needs to do to improve further

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

- develop further the already good relationships with other settings children attend, to provide greater continuity in children's learning
- strengthen opportunities during daily routines to build on younger children's developing independence and self-care skills.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed the childminder and children during play and discussed children's development.
- The inspector spoke with the childminder and children at suitable times during the inspection.
- The inspector examined children's records, policies and other documents.
- The inspector read parents' testimonials to gain their views.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a secure understanding of requirements. Safeguarding is effective. The childminder knows what would give her concerns for a child's welfare and the process to follow. She attends regular training to help improve her teaching practice. For example, she attended training on language development that has seen direct benefits to children. She monitors children's progress effectively and shares her findings with parents. Parents speak highly of the service the childminder provides. The childminder has addressed previous recommendations. She considers children's achievements and creates clear next steps in learning that support children to make good progress.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder completes meaningful observations. She regularly assesses children's learning and accurately uses her findings to plan for children's future learning needs. Children develop good mathematical skills through a variety of activities, such as counting, learning the names of shapes and using mathematical language during play. The childminder plans activities around children's interests and learning needs. Children engage fully in their learning. They enjoy imaginative play. For example, they make cups of tea and set up picnics. They sit well together and share books with the childminder, roaring like lions during stories and acting out the actions of different songs. Children develop a good understanding of the wider world. The childminder takes them on regular outings where, for example, they learn about the weather. They use their thinking skills well. For example, the childminder asks children what would happen to their feet if they jumped in puddles without wearing wellingtons.

Personal development, behaviour and welfare are good

Children are happy and settled and form positive relationships with the childminder. They learn to respect each other and the environment. The childminder places a strong focus on children's safety. For example, children learn to hold hands and discuss road safety when on outings. The childminder helps children learn about their feelings and emotions. Children discuss when they feel happy and when they feel sad. Their emotional well-being develops effectively. Children enjoy healthy meals and snacks and develop an awareness of good hygiene. They have daily opportunities for fresh air and exercise. They have opportunities to learn about similarities and differences between themselves and others. Children gain a good understanding of the world around them.

Outcomes for children are good

All children make good progress from their starting points. They gain confidence in their abilities and develop good communication skills. Children's early reading and writing skills develop well in readiness for the next stage in learning and their eventual move to school.

Setting details

Unique reference number	EY265438
Local authority	Hounslow
Inspection number	833259
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	17 November 2011
Telephone number	

The childminder registered in 2003. She lives in Hounslow, Middlesex. She works from Monday to Friday for most of the year. The childminder has a relevant early years qualification at level 3.

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