

# Childminder Report

**Inspection date**

12 January 2016

Previous inspection date

5 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 childminder uses her good knowledge of how children learn to provide interesting activities that children enjoy. Children make good progress from their starting points.
- Children learn effective hygiene practices and an awareness of how to live a healthy lifestyle. For instance, they have daily opportunities for fresh air and exercise, develop their physical skills effectively and eat healthy foods.
- Children behave well. The childminder gives them gentle reminders about her expectations, to which they respond well.
- The childminder places a strong focus on children's safety. She teaches them about keeping themselves safe through a variety of activities.
- The childminder reflects on her provision well. She seeks the views of parents and children. She uses this information to determine her strengths and where to make changes to maintain good standards and positive outcomes for children.

### It is not yet outstanding because:

- The childminder does not always maximise opportunities to fully extend children's learning, particularly those who prefer to learn outdoors.
- The childminder does not always encourage parents to share information about their children's achievements at home to promote their future learning.

## What the setting needs to do to improve further

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

- extend opportunities to further promote children's good learning and development for those children who prefer to learn outdoors
- encourage parents to share more information about what their children learn at home, to support children's learning and progress even further.

### Inspection activities

- The inspector observed the childminder and children during play.
- The inspector examined children's records and the childminder's policies and documents, including those relating to safeguarding.
- The inspector read feedback from parents and discussed children's progress with the childminder.
- The inspector discussed the childminder's self-evaluation process.
- The inspector conducted a joint observation with the childminder.

### Inspector

Alison Southard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to safeguard children's welfare and knows how to report any concerns she may have about a child. She attends regular training and seeks ideas from other professionals and childminding networks to help improve her provision. The childminder has successfully addressed the recommendations made at the previous inspection. For example, she has effectively developed the way that she plans to meet children's individual needs. The childminder monitors children's progress well. She shares her findings with parents and involves them in their children's learning. Parents speak highly of the safe environment and the different activities their children enjoy with the childminder.

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

The childminder establishes children's starting points when they first start by working with parents and completing initial assessments of children's skills and abilities. She uses the information well to plan for children's individual needs. She completes regular observations and assessments, and plans for any gaps in children's learning effectively. Children have good opportunities to hear mathematical language. For example, the childminder counts with young children as they complete peg puzzles together. The childminder supports children's language development well. For instance, she repeats words for younger children to hear to develop their vocabulary. Children develop a strong interest in books and happily share stories with the childminder. They explore the sounds that instruments make and use their imagination skills well. The childminder offers children good opportunities to develop their understanding of the world. For example, they observed the lifecycle of a butterfly as they watched caterpillars change over time.

### Personal development, behaviour and welfare are good

Children form positive relationships with the kind and caring childminder, and settle quickly into her care. Children learn to develop their social skills well. For example, they attend group times with the childminder where they play and learn with others. Children become increasingly confident and independent. The physical environment is organised well to meet the needs of individual children of different ages, including babies. Children have very good opportunities to learn about themselves and others. For example, the childminder has a good range of resources to celebrate similarities and differences, such as books reflecting different cultures and toys that promote disability awareness.

### Outcomes for children are good

Children make good progress in their learning. They develop the key skills they need to prepare them well for the next stage in learning and the move to school.

## Setting details

<b>Unique reference number</b>	EY335503
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	834797
<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>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 April 2011
<b>Telephone number</b>	

The childminder registered in 2006. She lives in Isleworth in the London Borough of Hounslow. The childminder 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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