

Childminder Report

Inspection date

11 January 2016

Previous inspection date

13 June 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 childminder provides children with a broad range of stimulating activities that motivate them to learn. Children make good progress in their learning.
- Children develop good communication and language skills. The childminder engages them in continuous conversations and repeats words for younger children to hear. Older children are confident to speak and share their thoughts and ideas.
- The childminder offers lots of praise and encouragement and raises children's levels of self-esteem effectively. Children play cooperatively, learn to respect each other and behave well.
- Partnerships with parents are strong. The regular sharing of information provides continuity in children's learning.
- The childminder has good systems in place to monitor her provision. She uses information from parents and children to make changes to the setting and to maintain positive outcomes for children.

It is not yet outstanding because:

- The childminder does not always make the best use of all opportunities for children to count to promote their early mathematical skills.
- The childminder does not use all opportunities to fully develop children's understanding of healthy lifestyles. For example, chances to discuss the benefit of eating healthy foods are not always explored.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their early mathematical skills
- increase opportunities for children to learn about making healthy choices as part of a healthy lifestyle.

Inspection activities

- The inspector had a tour of the parts of the setting that are used for childminding.
- The inspector observed teaching and learning and undertook a joint observation with the childminder.
- The inspector examined a sample of the childminder's policies, children's records, and other documents.
- The inspector spoke with children and read feedback from parents to gain their views.
- The inspector held discussions with the childminder and discussed the self-evaluation process at convenient times throughout the inspection.

Inspector

Alison Southard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs and symptoms that may cause concern for a child's welfare, and of the steps she should take. The childminder monitors children's learning effectively. She shares her findings with parents and offers them support to develop their children's learning at home. For example, she offers parents some of her resources to use to continue children's learning at home. Parents speak very highly of the childminder and the care she provides for their children. The childminder shares good practice and a range of ideas with other professionals to keep her knowledge up to date. She extends her knowledge and understanding well, for example, by attending training courses and undertaking research.

Quality of teaching, learning and assessment is good

The childminder effectively uses her knowledge of how children learn to plan for their individual needs. She regularly assesses children's progress and plans for any gaps in their learning effectively. The childminder knows children well and responds to their interests. For example, older children enjoy imaginative play and the childminder engages them well in discussions about the items they find in the doctor's set. The childminder encourages children to lead their own learning and choose what they would like to play with. Children enjoy writing for different purposes. For example, younger children make different marks with pens, while older children learn to write recognisable letters and their names to label pictures they have drawn. Children explore a good variety of technological toys. They have opportunities to socialise with other children during visits to different group times which prepare them well for the next stage in learning.

Personal development, behaviour and welfare are good

Children form positive relationships with the childminder and settle quickly into her care. They feel safe and secure. Children learn to develop a good awareness of differences in society and the world around them. For example, they learn about different cultures and festivals through a variety of activities. The childminder is kind and caring and promotes children's emotional well-being effectively. Children learn good hygiene practices and have daily opportunities for fresh air and exercise. They develop a good awareness of how to keep themselves safe. For instance, they take part in regular evacuation drills and discussions about road safety when on outings.

Outcomes for children are good

All children make good progress in their learning. Children develop confidence in their abilities. They have good communication and language skills. Children develop the key skills to prepare them well for the move to school.

Setting details

Unique reference number	116163
Local authority	Hounslow
Inspection number	840033
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	13 June 2011
Telephone number	

The childminder registered in 2000. She lives in Feltham, in the London Borough of Hounslow. The childminder works from Monday to Friday for most of the year. The childminder is in receipt of funding for the provision of free early education for children who are aged two, three and four years.

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