

Childminder Report

Inspection date

26 January 2016

Previous inspection date

6 January 2010

| 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's home is welcoming. The childminder and her assistant interact well with the children. They have a good knowledge of children's development from their starting points, and offer varied activities to promote their learning.
- The childminder demonstrates good teaching skills and children engage well in their play. They have warm bonds with the childminder and are confident to extend their own learning and play ideas. All children make good progress.
- Children behave well. They understand the routines of the day and the childminder's expectations. They show respect towards adults and their friends, and learn to contently share and take turns.
- The childminder and her assistant review the setting's policies, procedures and risk assessment processes to promote children's health, safety and well-being at all times.

It is not yet outstanding because:

- The childminder misses opportunities to gather further information from other providers and parents at times concerning children's learning, including their achievements at home.
- The childminder does not use all opportunities to teach children about the wider world, for example, creatures that live in different environments.

What the setting needs to do to improve further

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

- explore ways to exchange information fully with other professionals caring for the children, and to encourage parents to share observations of their children's learning from home
- increase opportunities for children to develop their understanding of the wider world.

Inspection activities

- The inspector spoke to children, the childminder and her assistant, and observed children in their play.
- The inspector sampled the childminder's documentation and children's records.
- The inspector spoke to the childminder about how she and her assistant plan for children's learning, and how they work with parents and others who share the care of the children.
- The inspector spoke to the childminder about how she has updated her skills.
- The inspector discussed with the childminder how she supports her assistant during their daily practice.

Inspector

Aileen Finan

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of her role and responsibilities, including the requirements for working with an assistant. Safeguarding is effective. The childminder and her assistant have a secure understanding of child protection matters and regularly update their knowledge. They are keen to improve the quality of their work. For example, they attend face-to-face and online training, and seek support from their local authority adviser to update their skills. Additionally, the childminder supports her assistant to keep up to date with relevant changes in legislation. Parents are positive about the care their children receive. The childminder generally shares information with parents about their children's daily experiences. She considers parents' views when evaluating the quality of her provision to help her drive forward continuous improvements.

Quality of teaching, learning and assessment is good

The childminder is enthusiastic and encourages children to try new things. She praises their efforts and achievements. She interacts warmly with the children and is attentive to their needs. She encourages children to think actively, for example, when doing a puzzle that promotes children's understanding of opposites. Children are creative. For example, they enjoy moulding dough into different shapes and look around for items to add to their creations, such as eight legs for a spider. The childminder regularly assesses the quality of children's learning. She carefully uses her observations to plan for children's next steps, and to monitor and address any emerging gaps in their progress.

Personal development, behaviour and welfare are good

Children are developing personal and social skills well. The childminder supports children's independence. For example, they change out of their nursery uniform and into their clothes with minimal support. Children understand the need to wash hands prior to lunch, and do this without reminders. The childminder promotes equality and diversity well. Children are caring towards one another. They benefit from varied outdoor experiences and opportunities to socialise with others. The childminder's assistant prepares nutritious meals for the children, which children enjoy. Overall, children show that they are emotionally secure in the childminder's care.

Outcomes for children are good

Children make good progress in relation to their starting points. They are happy and interested in their play, and confidently invent imaginary experiences while playing alongside one another. Children are gaining the necessary skills in preparation for the next stage in their learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 138936 |
| Local authority | Hillingdon |
| Inspection number | 841334 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Name of provider | |
| Date of previous inspection | 6 January 2010 |
| Telephone number | |

The childminder registered in 1993. She lives in Ruislip, in the Borough of Hillingdon. The childminder works weekdays, for most weeks of the year. She works with an assistant.

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