

Childminder Report

Inspection date

4 February 2016

Previous inspection date

22 March 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 makes accurate assessments of children's development and plans activities to help them progress. Children make good progress in their learning and learn skills that prepare them for the next steps in their education, such as starting school.
- The childminder creates a warm and inviting environment for children's play. She meets children's needs, helping them to feel comfortable and secure from the outset.
- The childminder promotes children's awareness of the differences between themselves and others, and helps them to value and respect each other's beliefs. She offers children a good range of opportunities to understand the wider world, beyond their everyday lives.
- The childminder actively involves children in the evaluation of the setting to help her improve her practice. She sets clear targets and makes changes to improve children's outcomes.

It is not yet outstanding because:

- The childminder does not consistently strengthen children's early reading skills. For example, she does not help them to use the letter sounds they know to build words.
- Although the children enjoy drawing pictures and building with construction materials, the childminder does not extend their creativity fully. For example, children do not use and experiment with different textures and techniques.

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 early reading skills so that they can make even better progress in their literacy development
- extend opportunities for children to use and experiment with a wider range of media and materials in their creative play.

Inspection activities

- The inspector observed the childminder's interactions and children's daily play routines.
- The inspector spoke to the childminder, parents and children at appropriate times throughout the inspection.
- The inspector evaluated a planned activity with the childminder.
- The inspector took account of the written views of parents.
- The inspector viewed a range of documentation, including policies and procedures, and children's records.

Inspector

Victoria Frost

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows the local procedures to follow if she is concerned for a child's welfare. The childminder maintains the required ratio of children at all times and provides good supervision to keep them safe. The childminder has an established programme of professional development; for example, recent training has helped her nurture the youngest children to develop their skills further. She accurately evaluates her practice and includes the views of everyone involved. The childminder regularly asks parents for their views in a questionnaire and asks older children for their ideas. For example, the older children said that they sometimes need more space away from younger children to relax. The childminder made changes to the environment making the playroom a place to be busy and the living room a relaxing space. She has good partnerships with parents and other settings children attend, which help to provide a consistent approach to their learning. For example, she combines activities from other settings with her own plans to build challenges in their play to extend their learning.

Quality of teaching, learning and assessment is good

The childminder monitors children's development closely to identify and quickly close any gaps in their learning. She makes an initial assessment of children's skills with their parents when they join. The childminder shares children's progress with parents and ideas to continue their children's learning at home. The childminder helps children develop good listening skills and promotes their understanding of language. For example, she uses a story sack when retelling a familiar story, encouraging children's interest in books, and draws their attention to the characters to identify their emotions and feelings. The childminder uses inventive ways to challenge children's mathematical skills. For example, children create a tally on a chart and count the total number of objects they have found.

Personal development, behaviour and welfare are good

The childminder gives children emotional support to help them feel secure and confident in her care. She encourages children to have empathy for others and offers them help to develop a positive view of themselves. Children behave well; the childminder encourages positive behaviour and gives clear explanations so children know what to do and what to expect. Children learn how to keep safe and develop a healthy lifestyle. For example, they enjoy daily exercise and the childminder reminds children about road safety when they are out. Children learn to prepare healthy meals and to follow good personal hygiene routines.

Outcomes for children are good

All children make good progress in their development. They develop the skills they need for future learning, such as school.

Setting details

Unique reference number	161119
Local authority	Hillingdon
Inspection number	842068
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 5
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	22 March 2011
Telephone number	

The childminder registered in 2001. She lives in Eastcote, in the London Borough of Hillingdon. The childminder offers childcare all year round, each weekday, from 7.30am to 6pm.

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