

Childminder Report

Inspection date

1 March 2016

Previous inspection date

27 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 has a good self-evaluation process, and she includes the views and suggestions of parents and children as part of this. This helps her to reflect effectively on her practice and make improvements to cater for all children's needs.
- The childminder monitors children's development closely. She observes children and quickly identifies any gaps in their learning. She works closely with parents and external agencies to promote continuity in how they support children together. All children make good progress from their starting points.
- The childminder is warm and affectionate towards the children. They develop a strong relationship with the childminder, which helps to promote their sense of personal well-being effectively.
- Children express themselves confidently, and they develop their physical and early mathematical skills effectively. They make suggestions to the childminder to help her plan activities that interest and challenge them.

It is not yet outstanding because:

- The childminder does not always identify additional opportunities to build on her professional development and knowledge further, to support her to help children to make the best possible progress in their learning.
- The childminder does not always encourage very young children to make their choices during activities to develop their independence further.

What the setting needs to do to improve further

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

- strengthen the process of identifying professional development opportunities to raise the quality of teaching even further
- give young children more opportunities to make their own choices during their play.

Inspection activities

- The inspector observed all areas of the house used by the children.
- The inspector spoke to children and parents to gather their views.
- The inspector observed the childminder and children playing together.
- The inspector reviewed a sample of documentation.
- The inspector discussed safeguarding and self-evaluation with the childminder.

Inspector

Genevieve Mackenzie

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection and knows how to report any concerns she may have for children's welfare. The childminder promotes children's learning effectively. For example, she plans activities that are appropriate to their individual stage of development. The childminder is aware of the importance of establishing effective links with other professionals that children may attend. The childminder develops good partnerships with parents and they work closely together to provide continuity of learning and care to children. For example, the childminder and parents share information together about children's daily routines, the activities they complete and their achievements.

Quality of teaching, learning and assessment is good

The childminder spends time participating in children's play. She uses activities, such as using play dough, to give children opportunities to play creatively and extend their physical development. For example, she talks to children about what they are making with the play dough and shows them how to use different tools and equipment to build on their experiences. The childminder responds to children's needs and supports their learning well. For example, she helps children to learn to count during activities. She encourages children's confidence and social skills, and uses activities, such as outings to local playgroups, soft play centres, libraries and parks, to develop their learning further.

Personal development, behaviour and welfare are good

Children behave well and treat each other in a kind way. They play cooperatively alongside each other. The childminder uses a variety of ways to help children learn to behave well, such as teaching them good table manners. The childminder promotes children's physical well-being by, for example, talking to children about healthy food choices and encouraging their physical exercise. The childminder provides children with a wide variety of resources that help them to learn about the wider world. For example, the childminder celebrates a variety of cultural events with children to increase their awareness of diversity.

Outcomes for children are good

Children develop good social skills and play creatively. They are motivated learners. They enjoy early mathematical games and develop strong mathematical skills. Children progress well from their starting points and gain a wide range of important skills in readiness for their next stage of learning.

Setting details

Unique reference number	138938
Local authority	Hillingdon
Inspection number	836551
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	27 January 2010
Telephone number	

The childminder registered in 1986. She lives in Hayes, in the London Borough of Hillingdon. The childminder operates from Monday to Friday, 6.45am to 6pm, 48 weeks a year. The childminder receives funding for the provision of free early education for children aged three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

