

# Childminder Report

**Inspection date**

7 March 2016

Previous inspection date

23 September 2010

<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 attends required training to update her knowledge and understanding of how to keep children safe in her setting.
- The childminder considers children's abilities when they first join. She uses initial assessments to plan for their next steps in learning effectively and monitors their good progress continually.
- The childminder interacts with children well. She sets up activities with clear developmental aims and challenges for each child to promote their learning.
- The childminder provides a safe, secure and calm environment. Children settle-in well and build strong relationships with the childminder.
- Children learn to manage their personal needs throughout the day. For example, they dress themselves and put on their shoes.
- The childminder has developed good relationships with parents. They share children's learning at home with the childminder effectively and the childminder uses a daily diary to share daily information. Children benefit from this shared approach to their learning.

**It is not yet outstanding because:**

- The childminder does not always make the best possible use of opportunities throughout the day to promote children's understanding of mathematics fully.
- The childminder's does not always organise her resources to help children make independent choices and follow their own ideas during their play.

## 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 to build on and extend children's mathematical development
- consider the organisation of equipment to help children choose toys, books and other resources to build on their ideas during spontaneous play.

### Inspection activities

- The inspector toured the areas of the premises children use.
- The inspector spoke to the childminder about her knowledge of the requirements.
- The inspector observed activities and reviewed the quality of teaching.
- The inspector read the references and comments provided by parents and took account of their views.
- The inspector looked at range of documentation, including children's assessments and some policies and procedures.

### Inspector

Katarina Hustava

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has robust policies and procedures that she implements to promote children's safety. She has a good understanding of how to act if she has a concern about a child's welfare. Safeguarding is effective. The childminder reflects on her practice and seeks feedback from parents to make changes to benefit children. Since the last inspection, the childminder has improved her assessments of children, which has helped her to monitor children's progress more accurately. She has improved how she uses resources to help children talk about some of the similarities and differences in their cultures and traditions, and other people's in the wider community.

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

The childminder shares her accurate assessment of children's progress with parents. She knows children well, follows their interests and plans for their learning accordingly. The childminder plans simple activities, such as playdough, to stimulate children's learning. For example, she explained to children about Spring while they made daffodils out of the dough. She helped them name parts of the flower to extend their vocabulary and talked about how the weather affects nature. The childminder interacts with children well and asks a good range of questions to challenge their thinking and communication skills.

### Personal development, behaviour and welfare are good

The childminder adopts flexible settling-in procedures to help meet individual children's needs. She helps them to make friends with the other children. She encourages children to learn to share, respect each other and behave well. The childminder offers children healthy snacks between mealtimes and talks with them about the importance of a balanced diet. She encourages children to choose and peel the fruit themselves. The childminder promotes children's physical well-being. For example, she ensures children take daily exercise; they visit playgrounds and play in the garden. The childminder regularly practises evacuation procedures with children, teaching them how to keep safe.

### Outcomes for children are good

Children naturally develop an understanding of what it will be like when they attend school. They become familiar with the local environment, for example, when they go with the childminder to drop off and pick up their friends from school. Older children practise writing and enjoy listening to stories. Children confidently recall past experiences, ask questions and explain what they are doing. For example, one child moulds the playdough into a tree and says, 'It will be a long time before next Christmas'. Children enjoy an active lifestyle, including music classes where they dance and use musical instruments. They all make good progress and are ready for the move to nursery or school when the time comes.

## Setting details

<b>Unique reference number</b>	138595
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	1037917
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 September 2010
<b>Telephone number</b>	

The childminder registered in 1996. She lives in Uxbridge, in the London Borough of Hillingdon. The childminder operates her service Monday to Friday from 7.30am to 6pm, for 48 weeks a year.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

