

Childminder Report

Inspection date

11 March 2016

Previous inspection date

15 November 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 quality of teaching is good. The childminder knows and understands how children learn and develop. She plans experiences that meet children's needs and interests. Children are interested and happy to learn.
- The childminder has very good partnerships with parents and involves them in their children's learning. She exchanges information with them to make sure she knows children's starting points and particular needs. She monitors children's progress carefully and identifies when they may need extra support. Children make good progress from their starting points.
- The childminder seeks to improve the provision for children. For example, she has used professional development and personal research to change the way she records and monitors children's progress to help her promote children's learning and development more effectively.
- The childminder builds good relationships with other professionals and settings children attend. She shares information and attends relevant training with them to ensure she can meet children's needs, keep them safe and help to prepare them well for school.

It is not yet outstanding because:

- The childminder does not always find out parents' and children's views to help her make changes and improvements to her provision.
- The childminder sometimes misses opportunities to provide children with alternative ways of expressing their ideas or showing her what they want to do or say.

What the setting needs to do to improve further

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

- extend self-evaluation to include the views of parents and children in identifying strengths and areas for improvement to the provision
- provide further ways for children to build their confidence in expressing their ideas, interests and needs.

Inspection activities

- The inspector observed the quality of teaching in the childminder's home.
- The inspector took into account the views of parents through questionnaires.
- The inspector carried out a joint evaluation of children's learning with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, planning and self-evaluation.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice and makes some changes that benefit the children. For example, she has reviewed the layout of her resources so children have greater choice in their play. She has reviewed her risk assessments and policies to ensure she responds to the needs of individual children. She knows how to respond to medical emergencies and keeps children very safe. Safeguarding is effective. The childminder keeps her knowledge and skills up to date. For example, a recent training course helped her learn about changes in protecting children, which she shared with parents. She knows what to do in the event of concerns about a child to keep them safe.

Quality of teaching, learning and assessment is good

The childminder watches children carefully so she can see what they enjoy and how they learn. She teaches them mathematics. For example, when pouring sand into a jug she encourages them to count the number of cups they need and encourages them to tell her the numerals they can see on the side of the jug. Children explore and experiment using different senses. They watch as the sand runs out of the sieve and then put their hand underneath to feel it tickle their fingers. Children notice changes in the environment and the effect of the weather. For example, they point out how the wind makes the windmill in the back garden turn round. The childminder encourages children to think more about what they have seen. For example, she helps them to recognise the different colours of the windmill's sails.

Personal development, behaviour and welfare are good

Children form good attachments with the childminder. She is a good role model. She talks kindly and respectfully with others. Children behave well. The childminder has made changes to the way resources and activities are stored and presented. Children have good control over their learning. For example, children can choose to leave the sand and containers out at snack time and lunchtime so they can continue to play with them later. Children find out about different people, take part in different celebrations and learn respect for others. The childminder provides healthy home-cooked snacks and meals. Children learn about healthy choices in food. Children develop good physical skills. For example, they can lift jugs filled with sand with one hand and control pouring it into smaller containers.

Outcomes for children are good

Children make good progress. The childminder prepares children well for moving on to the next stage in their learning. For example, they competently use cutlery to cut and eat food at mealtimes. They can manage their own hygiene and make choices about what they want to do.

Setting details

Unique reference number	161150
Local authority	Hillingdon
Inspection number	836849
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	1
Name of provider	
Date of previous inspection	15 November 2010
Telephone number	

The childminder registered in 2001. She lives in Hayes in the London Borough of Hillingdon. The childminder offers care from 8.30am to 3.30pm on Thursday and Friday, all year round.

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