

Childminder Report

Inspection date

23 March 2016

Previous inspection date

9 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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

- Children are inquisitive learners and are engaged and motivated in their learning. They persevere and are encouraged to solve problems for themselves. They make good progress in their learning.
- The childminder is committed fully to continuing her professional development and improving outcomes for children. For example, she attends regular training and is part of a local childminder forum.
- Parent partnerships are good. The childminder keeps parents well informed about children's welfare and learning. They work well together to support children's learning at home and in the setting. For example, children are encouraged to bring in items from home to support their understanding of colour.
- Children form good relationships with the childminder. She is warm, caring and nurturing. Children are happy, settled and secure in her care.

It is not yet outstanding because:

- The childminder does not make full use of opportunities to help children explore differences between themselves and other people.
- The childminder does not challenge children's mathematical understanding fully to ensure they make the best progress possible.

What the setting needs to do to improve further

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

- build on opportunities that promote diversity to help children understand more about the world they live in
- strengthen the good teaching further to challenge children's mathematical understanding fully as they play and explore.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and a range of other documentation, including evidence of suitability, policies and procedures, and the childminder's self-evaluation form.
- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector took into account the views of parents provided in writing.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of working in partnerships with other providers to maintain a continuous approach to children's care, learning and development. The childminder takes positive steps to evaluate her effectiveness and to make improvements. She seeks the views of parents and children, and receives complimentary feedback about the care she provides. Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being.

Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children and sets next steps for their learning, taking into account their interests and developmental stage. She monitors children's development effectively and identifies any gaps in learning. The childminder uses successful ways to extend children's language development. For example, she repeats children's speech using the correct pronunciation as they play. The childminder skilfully promotes children's love for books and early literacy skills. For example, she encourages children to use their writing skills as they play with treasure maps. The childminder provides lots of opportunities for children to be active and develop their physical skills. For instance, children have fun climbing in the garden, and practise their small-muscle movements as they carefully build bird feeders.

Personal development, behaviour and welfare are good

The childminder takes time to help new children settle. She works closely with parents to find out about their children's individual interests and routines. The childminder promotes children's independence well. For example, children prepare their own fruit at snack time. The childminder effectively supports children to develop confidence in social situations and to cooperate with others during their play. For example, children help each other by pushing their friends as they play in the toy cars outside. The childminder promotes children's emotional well-being effectively. For example, she supports children with their fears and gives them lots of praise for their achievements. Children have clear guidance about what is appropriate behaviour and they behave well.

Outcomes for children are good

Children develop a good range of skills and are well prepared for starting school. They gain good literacy skills and independence. For example, children show high levels of concentration and perseverance as they solve problems independently. They are confident communicators and join in enthusiastically with conversations and songs.

Setting details

Unique reference number	116066
Local authority	Hounslow
Inspection number	846095
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	9 April 2014
Telephone number	

The childminder registered in 1997. She operates her service from her home in Brentford in the London Borough of Hounslow. She works Monday to Friday from 8am to 6pm, all year round. The childminder holds a relevant early years qualification at level 3.

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