

Childminder Report

Inspection date

19 August 2016

Previous inspection date

14 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 is committed to developing the setting. For example, she used the skills gained recently, to improve planning and assessments of children's learning, to ensure they make good progress.
- The childminder uses effective strategies to develop children's communication and language skills. For example, she supports children as they look at books and listen to stories. Children gain confidence in their use of words, and engage purposefully in conversations with the childminder.
- The childminder provides many interesting activities, such as puzzles and board games, to develop children's early mathematical skills.
- Relationships with children are strong. The childminder is kind and caring. Children are happy, settled and feel emotionally secure in the setting.
- The childminder helps children to learn about similarities and differences between people in society. For example, she engages children in discussion as they look at photographs of themselves and other families with delight.

It is not yet outstanding because:

- The childminder has not fully established links with other providers that children attend, to provide a consistent approach.
- Occasionally, the childminder misses opportunities to support children to learn to do things for themselves during daily tasks and hygiene routines.

What the setting needs to do to improve further

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

- improve partnerships with other settings children attend to provide a consistent approach to their learning and development
- improve the opportunities for children to develop their independence and self-help skills.

Inspection activities

- The inspector observed activities and interactions between the childminder and children, and spoke with the childminder and children at appropriate times.
- The inspector looked at children's assessment records, planning documentation and a selection of policies, including safeguarding procedures.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.
- The inspector read written feedback from parents.
- The inspector read the childminder's self-evaluation document and examined how she evaluates her provision, and targets areas for improvement.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder supervises children effectively, and undertakes daily risk assessments to help keep them safe. She has clear procedures to follow in the event of a child protection concern. The childminder makes good use of the self-evaluation process to identify strengths. She has addressed the action and recommendations at the previous inspection successfully. She is proactive in supporting her ongoing professional development, to raise standards further. For example, following training, she has grown in confidence to support children's love of music and movements, to provide better experiences for them.

Quality of teaching, learning and assessment is good

The childminder completes precise observations and assessments, to help monitor children's progress and plan for their next steps. She makes effective use of the information gained to build on what children enjoy and can do. For example, the childminder supports children's interest in messy play, by providing them with malleable materials, such as play dough. Children enjoyed making shapes using different moulds and cutters, developing their mathematical understanding. Children develop an early love of writing. For example, the childminder provides a variety of resources, such as pens and pencils, to encourage them to draw and explore colours. The childminder has positive relationships with parents to ensure consistency in meeting children's needs. Parents feel informed about their children's learning, and comment positively about the service they receive.

Personal development, behaviour and welfare are good

The childminder is attentive to children's needs and responds quickly to their ideas to motivate them to learn. For example, when children showed interest in imaginative play, she helped them find props and small-world toys, to enhance their experiences. Children had fun using their creative thinking to make their own 'ice cream,' and talked enthusiastically about their favourite flavours. The childminder supports children's healthy lifestyles well. For example, she provides children with fresh fruits for snack and takes them to local parks and toddler groups for physical play.

Outcomes for children are good

Overall, children make good progress. They are happy, sociable and behave well. For example, they understand the boundaries and expectations of the setting. They are polite and show good manners. Children develop their confidence and acquire important skills to be ready for the next stage in their learning, including the move to school.

Setting details

Unique reference number	138839
Local authority	Hillingdon
Inspection number	1057521
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	14 December 2015
Telephone number	

The childminder registered in 1994 and lives in the London Borough of Hillingdon. The childminder operates from 7.30am to 6pm, Monday to Friday, excluding bank holidays.

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