

# Childminder Report

<b>Inspection date</b>	24 January 2017
Previous inspection date	23 April 2013

<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 uses children's, parents' and other professionals' views to review her provision to help her target ongoing development that benefits children and her practice.
- The childminder regularly observes and assesses children's progress. She plans effectively for children's next steps in learning to help them prepare for school. Children make good progress in their learning.
- The childminder works in strong partnership with parents and staff at other settings that children attend. They share information effectively, which helps to promote continuity in children's learning and development.
- Children build close relationships with the childminder and with one another. They are kind and learn to respect each other's differences. Children behave well.
- The childminder plans stimulating learning experiences that interest children.

### It is not yet outstanding because:

- Occasionally, the childminder does not enhance children's thinking, communication and language skills. For example, sometimes she does not ask them challenging questions or answers the questions for children.
- On occasions, the childminder does not encourage children to manage things themselves.

## What the setting needs to do to improve further

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

- build on children's thinking, communication and language skills
- create greater opportunities for children to enhance their independence and manage things themselves.

### Inspection activities

- The inspector conducted a tour of the premises that the childminder uses for childminding purposes.
- The inspector and the childminder evaluated the effectiveness of the activities together.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled a range of documentation, including policies and procedures, and children's records.
- The inspector read references from parents to gain their views about the quality of care and service the childminder provides.

### Inspector

Katarina Hustava

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of child protection and procedures to follow should she have concerns about a child in her care, to protect their welfare. She carries out precise risk assessments to keep children safe. The childminder reflects on her practice and updates her knowledge to provide good-quality provision and outcomes for children. For example, training has helped her to learn how to carry out high-quality observations and assessments to plan more precisely for children's learning. Since the last inspection, the childminder started to use the outdoor environment more effectively. For example, she ensures that children learn about the weather, traffic awareness, develop good physical skills, explore and learn in their natural surroundings.

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

The childminder regularly shares information about children's current learning with nursery teachers to help her plan more effectively for children's next steps. She provides a good variety of resources that encourage and challenge children's learning and imagination. For example, the childminder teaches children to use technology resources for different purposes. She encourages children to play cooperatively, such as during games that help them practise taking turns. The childminder helps children to learn about simple mathematical concepts. For example, when children pretend to slice a pizza, she builds on their understanding of shapes.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment where children settle in quickly. She helps children to learn about the importance of healthy lifestyles. For example, she encourages them to be active, takes them to parks and playgrounds, and arranges different activities to enhance their physical skills. The childminder teaches children about cultural diversity, including through discussions, stories and celebrations of different festivals around the year. Children learn to respect each other's differences.

### Outcomes for children are good

Children make consistently good progress. They develop a range of skills that contributes to their readiness for school. Children learn to share and care for one another. They learn to manage their feelings and behave well. Children learn to count in order, for example, during activities and rhymes they sing. They are eager to make marks and practise early writing skills. For instance, during role play they decide to write menus for the restaurant. Children are motivated to learn. They are confident, imaginative and often initiate their own play.

## Setting details

<b>Unique reference number</b>	117974
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1082542
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 April 2013
<b>Telephone number</b>	

The childminder registered in 1987. She lives in Hanwell, in the London Borough of Ealing. The childminder operates her service from 8am to 6pm for 48 weeks a year.

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