

Childminder Report

Inspection date

31 January 2017

Previous inspection date

9 April 2014

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

- Since the last inspection, the childminder has worked hard to address the identified weaknesses. For example, she now has a good understanding of the learning and development requirements and plans activities across the seven areas of learning to challenge children and support their continued development.
- The childminder forms very effective relationships with parents. She shares good-quality information and they work together successfully to meet children's individual needs.
- The childminder monitors children's progress through accurate observation, assessment and tracking procedures. She successfully uses this information to identify any areas where children require extra support and plans accurate next steps for their future learning. All children make good progress in relation to their starting points.
- Children are happy and form strong attachments with the childminder. They show high levels of belonging and self-esteem.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities to support further children's understanding of the effect healthy food has on their bodies.
- The childminder does not make the most of all opportunities to reinforce children's understanding of how to use resources safely.

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 for children to learn about the importance of healthy lifestyles
- make the most of opportunities for children to develop their awareness of the safe use of resources.

Inspection activities

- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector engaged with the children during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector observed the children during their indoor play activities, as well as their snack routine.
- The inspector sampled various documents, including children's learning records, the childminder's self-evaluation form, risk assessments and a selection of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice and accurately identifies her strengths and priorities for improvement. For example, by providing more experiences for children to develop their independence skills. She provides opportunities for parents and children to provide feedback and takes these into account when making changes. For example, children have the opportunity to discuss what they like doing or use visual prompts to show what activities they like to play with. Safeguarding is effective. The childminder has completed safeguarding training and has a good understanding of how to keep children safe and the procedures to follow should she have a concern about a child's well-being. The childminder has an understanding of the early years requirements and keeps herself up to date with current legislation. For example, she meets with other professionals to discuss ideas about how to improve practice to benefit children.

Quality of teaching, learning and assessment is good

The childminder understands how children learn through play and exploration. She helps them to make good progress towards their individual goals and plans activities based on their interests. For example, for children developing their independence and learning to feed themselves, she plans sensory activities with cooked pasta and opportunities for children to cut different vegetables. The childminder supports children's communication skills well. For example she engages children in conversations as they play, she role models good language skills and asks them interesting questions to encourage children to develop their own ideas.

Personal development, behaviour and welfare are good

The childminder manages children's behaviour well. She consistently praises children and encourages them to achieve, developing their sense of well-being. The childminder provides daily opportunities for children to exercise and play outdoors. They enjoy nutritious meals and manage their own personal needs. The childminder involves children in various activities in the local community to support their social skills and understanding of the wider world. For example, they visit playgroups, music sessions and the library.

Outcomes for children are good

Children are independent and display good levels of confidence. They are preparing well for their move on to school. Children develop good numeracy skills. For example, children enjoy counting groups of objects and recognise different numerals. Children develop their physical skills well. For example, they use a variety of tools as they cut and make marks in play dough, manipulating it to make cupcakes. Children are kind and considerate and develop a good understanding of sharing and turn taking through a range of activities. All children make good progress in their learning and development.

Setting details

Unique reference number	EY465237
Local authority	Hounslow
Inspection number	1076315
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	2
Name of registered person	
Date of previous inspection	9 April 2014
Telephone number	

The childminder registered in 2013 and lives in Isleworth in the London Borough of Hounslow. The childminder offers care on Monday to Friday from 6.30am to 6.30pm, all year round.

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