

Childminder Report

Inspection date

8 February 2017

Previous inspection date

10 March 2016

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 has significantly improved the quality of her practice and provision since the last inspection. She has addressed the actions and recommendations previously made. For example, she obtains written consent from parents before administering medication, to help protect children's welfare.
- The childminder and her assistant provide a range of stimulating activities and resources based on children's individual needs and interests. They regularly observe children, monitor their progress and plan for their individual needs.
- The childminder and her assistant work very closely with parents and other professionals to meet all children's individual needs. They share information to help provide consistency in children's care and learning. Feedback from parents and older children is very complimentary.
- Children behave well. They know from an early age to use good manners, be kind and to respect others. The childminder and her assistant set clear boundaries and are both positive role models for children.

It is not yet outstanding because:

- Occasionally, the childminder and her assistant miss opportunities for older children to develop their early writing skills.
- The childminder does not consistently evaluate activities as well as possible, to support her in planning for children's next steps in learning even more precisely.

What the setting needs to do to improve further

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

- increase opportunities for older children to build on their already strong early writing skills
- develop even further the evaluation of activities to provide a sharper focus on supporting children's next steps in learning, to help children make the best possible progress.

Inspection activities

- The inspector viewed the areas of the premises available for children's use.
- The inspector observed children taking part in activities and observed the childminder's interaction with them.
- The inspector sampled documentation the childminder uses to support her practices, including self-evaluation.
- The inspector evaluated a learning activity with the childminder and spoke with her and her assistant at appropriate times during the inspection.
- The inspector took account of written feedback from parents.

Inspector

Deborah Orchard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have updated their safeguarding knowledge. They have a secure understanding of child protection issues and know what action to take if they have concerns about a child. The childminder monitors her assistant's practice well. They both demonstrate a good commitment to professional development and continually develop their knowledge. For example, they are learning signing to support children's emerging communication more effectively. They regularly reflect on their practice and consider the views of parents and children to help improve their service.

Quality of teaching, learning and assessment is good

The childminder and her assistant have a good understanding of how children learn and they provide for their learning well. For example, as children complete puzzles, the childminder focuses on helping older children to recognise and sequence letters. The assistant encourages younger children to complete shape puzzles. The childminder supports children's understanding of size, shape and quantity well. For example, when children fit pieces of train track, she talks about how many pieces they use and helps them work out how the track will curve around the room. Children are motivated to learn and enjoy being creative. For example, they explore their ideas during painting activities.

Personal development, behaviour and welfare are good

Children are developing healthy lifestyles. For example, they enjoy physical activities and make regular trips, including visits to the park and local groups. Children participate in growing and planting activities in the childminder's garden. She helps children to understand differences in others' lives and beliefs other than their own. For instance, children try different foods and talk about their individual experiences and interests. Children are happy and secure in this welcoming environment. The childminder and her assistant are caring and responsive to children's individual needs.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. Children are confident and independent. For example, they make choices as they explore the resources available. Children are confident to express their needs and wishes. They play well together and develop good social skills. Children are well prepared for the next stage in their learning, including their eventual move to school.

Setting details

Unique reference number	138828
Local authority	Hillingdon
Inspection number	1057520
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	10 March 2016
Telephone number	

The childminder registered in 1993. She lives in Ruislip, in the London Borough of Hillingdon. The childminder offers care on weekdays, throughout most of the year. The childminder holds a relevant childcare qualification at level 3. The childminder works with an assistant.

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