

# Childminder Report

**Inspection date**

27 June 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 a good understanding of how children learn and helps them to make good progress. Overall, she provides interesting and stimulating activities that challenge their thinking effectively. For example, children are encouraged to think about what bugs they may find in the garden.
- The childminder gathers detailed information from parents about what their child can do. She shares information with them about what their children are learning next, to help parents continue children's learning at home.
- Children are happy and form close bonds with the childminder. They enjoy regular cuddles and settle well. The childminder supports their emotional security well and children are motivated to learn.
- The childminder models good manners for children to learn. For example, she uses 'please' and 'thank you' appropriately. Children display good behaviour. They listen and follow instructions.

### It is not yet outstanding because:

- Children do not have consistent opportunities to develop their independence further during everyday routines.
- Some toys are not organised in the most effective way to enable children to make choices and develop their play even further.

## What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence during everyday routines
- organise the availability of toys more effectively to ensure that children can choose those they wish to use in their play.

### Inspection activities

- The inspector took a tour of the areas used for childminding purposes.
- The inspector took into account the written views of parents.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on the children's learning.
- The inspector looked at a range of documents, including paediatric first-aid certificates and suitability checks for those living and working on the premises.
- The inspector spoke to the childminder about how she monitors the progress children are making.

### Inspector

Louise Drewett

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibility to protect children and implements policies and procedures to ensure their welfare. For example, she knows how to recognise and report any concerns that indicate a child may be at risk of harm. The childminder monitors children's progress well and is able to quickly identify gaps in learning and set clear targets to close these. The childminder maintains a clean, safe environment that allows the children to move around freely and safely. She uses professional development well to improve her skills. The childminder reflects on her practice and identifies ways in which she can improve her service. She is planning to develop further children's interest in fruit and plants, and how things grow.

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

The childminder knows children well and clearly identifies their starting points. She completes regular observations and keeps detailed records of their achievements. The childminder has a good knowledge of how to support individual children's learning. For example, she has recently enhanced the role-play area to introduce real-life items to develop children's imaginative skills. The childminder supports children to develop their communication and language. For example, she values the different languages children speak and provides resources to support this, such as books. Children listen carefully and respond with words and actions, demonstrating their understanding.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming learning environment with a good range of resources for children to make choices about their play. The childminder builds close bonds with children and, as a result, they explore the environment with confidence. Children enjoy a healthy range of food and snacks, such as crackers and fruit, and they access fresh drinking water throughout the day. The childminder provides opportunities for children to enjoy exercise and explore the local community, for instance, by visiting local playgroups and parks. The childminder ensures that children who speak English as an additional language learn to understand and speak English well.

### Outcomes for children are good

All children make good progress from their starting points. They are steadily gaining the skills they need to support their future learning. Children have good social skills and are eager to manage some of their own personal care tasks. For example, they help to dress themselves after nappy changes. Children are confident to make their needs known. For example, children encourage the childminder to help them build towers with large wooden blocks.

## Setting details

<b>Unique reference number</b>	EY498828
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	1060392
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in July 2016 and lives in Brentford, Middlesex. The childminder cares for children on Monday to Friday from 8am to 6pm, all year. The childminder hold early years professional status.

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Piccadilly Gate  
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