

Childminder report

Inspection date	20 September 2018
Previous inspection date	20 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder has a good understanding of how children learn. She plans activities based on careful observations of their play. The childminder carefully monitors children's progress and prioritises future learning based on their individual needs.
- The childminder and her assistant work closely together. They frequently discuss the children's interests and consider how they can support their next steps in learning. Children make good progress from their starting points.
- The childminder supports families extremely well. She welcomes them into her family and provides guidance about a wide range of parenting issues where helpful. This close partnership helps ensure that she thoroughly understands and meets children's individual needs well.
- Children benefit from lots of active play. They giggle as they run away from the childminder, before she catches them for tickles and hugs. Children are emotionally secure and feel safe.

It is not yet outstanding because:

- The childminder misses opportunities to develop her assistant's confidence about aspects of her role, including how she can support children's learning even further.
- The childminder and her assistant miss opportunities to support children's language further, because, at times, they respond to children's actions, rather than encouraging them to speak more.

What the setting needs to do to improve further

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

- provide additional support to assistants as they develop their understanding of relevant procedures and enhance their teaching skills.
- enhance the support to promote children's communication and language.

Inspection activities

- The inspector observed care routines and activities inside and outside.
- The inspector held discussions with the childminder and her assistant at appropriate times.
- The inspector interacted with children at appropriate times and reviewed parental feedback to consider their views.
- The inspector conducted a joint observation with the childminder.
- The inspector reviewed a sample of documentation and records.

Inspector

Amanda May

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a very clear understanding of her role in protecting children from harm. She knows who to refer any concerns to and ensures that her home is safe. The childminder works closely with parents to provide support and share information to help them continue to develop their child's learning at home. Parents are encouraged to share their views and the childminder plans relevant improvements as a result. She provides training and mentoring to her assistant, who is eager to develop and refresh her skills, for example, by attending relevant training. They work closely together and share relevant information to help them best meet the children's needs. The childminder is developing links with other settings who care for children, which helps her to review the quality of her own practice and ensure consistency of care.

Quality of teaching, learning and assessment is good

The childminder provides a wide range of fun and interesting activities that capture children's interests and challenge them to try new things. The childminder sits alongside children as they explore items, mirroring them in play and showing them how to use resources. She is enthusiastic and animated, which encourages children to explore and have a go. The childminder reviews children's progress in all areas of learning and focuses her support on those areas where children may need further help. This successfully reduces any gaps in their learning.

Personal development, behaviour and welfare are good

Children show they feel loved, secure and happy as they snuggle up to the childminder and her assistant for a cuddle. They enjoy running around in the rain and being encouraged to feel the raindrops on their faces. Children practise moving their bodies in different ways, such as crouching, running and jumping. This helps them to keep healthy. Children understand the rules and receive praise from the childminder as they share and take turns. They develop an understanding of people's differences, such as when learning about each other's cultures and beliefs.

Outcomes for children are good

Children are making at least typical, if not better, progress from their starting points. Toddlers explore how to use old telephones, holding them up to their ear and listening as the childminder talks. The childminder extends their interests, such as by encouraging them to turn the receiver in different ways to make it fit back onto the cradle. Children have the time to explore and repeat actions, which helps them to secure their understanding. They develop early mark-making skills as they draw with confidence. Children are becoming inquisitive learners, which prepares them very well for their next stage in learning.

Setting details

Unique reference number	EY395980
Local authority	Hounslow
Inspection number	10060463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 January 2014

The childminder registered in 2009. She lives in Brentford, located in the Borough of Hounslow. The childminder receives early years funding for children aged two, three and four years. The childminder offers care from 8am to 6pm on Monday to Friday all year round, apart from family holidays and bank holidays. The childminder works with an assistant.

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