

Childminder report

Inspection date	1 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- Children are happy, settled and secure in the childminder's care. They form close bonds with the childminder and go to her for reassurance and help.
- The childminder provides a good range of activities across all areas of learning, taking account of children's interests, such as a love of drawing. Children's independence is encouraged as they select toys for themselves from low shelves.
- Children progress well in their learning. The childminder regularly observes and assesses their development, identifying what they need to do next.
- The childminder models calm and respectful behaviour. She manages children's behaviour well, consistently offering praise and encouragement to help children to grow in confidence.
- Children enjoy daily fresh air and exercise which helps their physical well-being. Young children are able to regularly explore woodlands where they can run up and down slopes, feel the textures of the trees and collect sticks for counting.

It is not yet outstanding because:

- The childminder's self-evaluation and professional development are not focused enough on what would have the greatest impact on enhancing the children's learning and the overall quality of the provision even further.
- The childminder sometimes misses opportunities to fully support children's awareness of their own backgrounds, similarities and differences to enhance their understanding further.

What the setting needs to do to improve further

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

- develop ways of identifying key areas for improvement and professional development, to provide a clear focus on what would have the greatest impact on raising the quality of teaching and learning to an outstanding level
- support children further to develop a positive awareness of their own backgrounds, similarities and differences.

Inspection activities

- The inspector observed activities and routines in the home and spoke with the children as appropriate.
- The inspector held a number of discussions with the childminder about, for example, her self-evaluation and children's learning.
- The inspector looked at a range of documentation, including the childminder's paediatric first-aid certificate, evidence of suitability checks for adults in the household and children's records.
- The inspector took the views of parents into account through the written documents available.

Inspector

Helen Steven

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder recognises when children may be at risk of harm from abuse. She understands the action to take and whom to contact if she has any child protection concerns. She carries out risk assessments in her home and on outings to promote children's safety. Children practise the fire evacuation procedure with the childminder to learn how to keep safe. Partnerships with parents are effective. The childminder uses a range of methods to share key information with parents about their child to provide consistency in their care and learning. Parents note that the communication is always clear, supportive and timely. The childminder takes account of information from other professionals to ensure children's health is maintained.

Quality of teaching, learning and assessment is good

The childminder seeks information from parents at the beginning of each placement to help her establish children's starting points and plan the environment. She knows the children well and arranges activities based on their interests. She records some observations and carries out regular assessments of the children's progress to enable her to plan for their next steps in learning. The childminder develops children's communication skills, for example, by talking about what they are doing, asking them questions, singing and reading them stories. She knows when to stand back and give children time and space to explore toys for themselves. The children develop their drawing and writing skills. For example, children use chunky pens to make large sweeping marks and little intricate squiggles on whiteboards. The childminder takes opportunities to encourage children to count and identify colours during their play.

Personal development, behaviour and welfare are good

The childminder understands and responds to children's needs. For example, when they show signs of being tired she holds them close so they relax and take a nap. The children learn to understand rules and boundaries as the childminder talks to them about why their actions may be unsafe. For example, she explains to children that they could slip and hurt themselves on the paper they dropped on the floor. The childminder is supporting young children to learn how to share and take turns. She is consistent in her approach and uses distraction to help children move on quickly from any conflict about toys. Children learn how to be responsible and help put away the toys when they have finished playing. Young children learn about good hygiene, for example, by washing their hands at the sink before eating.

Outcomes for children are good

Children progress in line with the developmental expectations for their ages. The childminder prepares them for their next stage in learning by providing activities to develop their independence, such as toys that encourage them to master fasteners which are useful for self-dressing. Children are inquisitive and like to try things out for themselves. They show an increasing ability to concentrate well at chosen activities. For example, they carefully thread beads onto a string. The childminder uses props during some storytelling sessions to keep young children interested and engaged.

Setting details

Unique reference number	EY537683
Local authority	Hounslow
Inspection number	10079260
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

The childminder registered in 2016. She lives in Isleworth in London. She operates weekdays between 8am and 6pm, all year except for bank holidays and family holidays. The childminder holds a recognised childcare qualification at level 4.

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