

Childminder report

Inspection date	28 November 2018
Previous inspection date	23 February 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children develop excellent levels of confidence and independence. They are very keen to learn. These skills prepare them very well for their future learning, including starting nursery or school.
- Children are extremely kind and caring towards each other. Older children help younger children to join in with activities. They show great thoughtfulness for their needs, such as noticing when they need help or would like to play with different toys.
- The quality of teaching is good. The childminder plans learning experiences that help children to make good progress and learn new skills.
- The childminder builds strong partnerships with staff at other settings that children also attend. For example, she finds out what children are learning about elsewhere so that she can further build on this when children are in her home.
- Children gain a positive view of the benefits of a healthy lifestyle. They enjoy playing outside in all different weathers and eating a range of healthy snacks.
- Sometimes, the childminder does not give children enough time to think about and answer questions to fully extend their thinking skills.
- The childminder does not provide children with a wide range of opportunities to explore and use technology in a meaningful way.

What the setting needs to do to improve further

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

- provide children with more opportunities to talk about and share their thoughts and ideas to extend further their problem-solving skills
- help children to make use of technology to expand their understanding and knowledge still further.

Inspection activities

- The inspector observed the childminder and children in the childminder's home.
- The inspector discussed the learning that was taking place with the childminder.
- The inspector took account of the views of parents.
- The inspector discussed with the childminder her understanding of safeguarding and minimising risks in her home.
- The inspector looked at documentation, including children's records and the childminder's qualifications and policies.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures that her home is safe and secure. She knows how to recognise and respond to any concerns about a child's welfare. She makes good use of opportunities to develop her skills and to improve teaching and learning for children. For example, she attended training to enable her to teach children more accurately about letters and the sounds that they represent. She makes regular reviews of her provision to maintain standards and make improvements, such as by improving how she teaches children about numbers and shapes. She helps parents to support children's learning further at home. For example, she provides them with regular summaries of their child's progress.

Quality of teaching, learning and assessment is good

The childminder monitors each child's progress and makes accurate assessments about what they need to learn next. She plans activities that all children can enjoy. Children focus well on their learning. She looks at books with children, encouraging them to describe what they see in the pictures and make links with their own lives. For example, children recall their own trips to see a doctor after listening to a story about a hospital visit. The childminder models clear language for younger children who enjoy repeating back the sounds that she makes and the simple words that she uses. All children learn well as they make dough together. Younger children enjoy exploring the different textures. Older children learn to count out spoonfuls to describe what they are doing and to use tools purposefully to mix, roll and cut.

Personal development, behaviour and welfare are outstanding

Children are extremely emotionally secure. Younger children respond very well to the childminder's cuddles and reassurance. Older children confidently move around her home, gathering together the resources they need for their chosen play and learning. All children show that they trust and like the childminder very much. Children are extremely independent for their ages. For example, they show great skill in taking off their shoes and coats after playing outside, carefully hanging them onto hooks. The childminder is an excellent role model. She is extremely kind and encouraging to all children. All children behave very well for their ages. They show that they feel fully at home with the childminder and that they thoroughly enjoy their time in her care.

Outcomes for children are good

Children develop a positive view of learning. They learn to be tolerant and respectful of the similarities and differences between themselves and others. Younger children develop their walking skills and their hand-to-eye coordination. Older children learn to count accurately and about size and measure. They learn to recognise familiar words. Children learn to play imaginatively and purposefully.

Setting details

Unique reference number	138813
Local authority	Hillingdon
Inspection number	10063707
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 February 2016

The childminder registered in 2001 and lives in Hayes in the London Borough of Hillingdon. She operates all year round, all day, Monday to Friday. She holds a relevant level 3 childcare qualification. She provides funded early education for three- and four-year-old children.

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