

# Childminder report

<b>Inspection date</b>	6 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

### This provision is good

- Children make good progress in their learning. The childminder and her assistant follow children's lead, and help them to extend their learning by playing alongside them.
- The childminder is skilled at supporting children's language skills, including those who speak English as an additional language. She models new words to describe play, speaks clearly, and signs key words to support early communication. Parents comment on their children's increased communication skills since attending the setting.
- Children are settled and happy in the childminder's warm and inviting home. They form close bonds with the childminder and her assistant. Settling-in processes are effective and tailored to children's individual needs.
- The childminder and her assistant have a clear programme for their own professional development. They are enthusiastic about learning new skills, which has a positive impact on the service provided.
- Parents share positive views about the service. They commented that their children are happy in the childminder's care and enjoy the activities she provides. Parents especially appreciate the childminder's caring approach towards their children.
- Although the childminder evaluates her provision well, this evaluation could be further strengthened by capturing the views of parents more effectively to further strengthen the provision.
- Links with other settings are not fully established in order to share information between settings, and consistently support children's learning.

## What the setting needs to do to improve further

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

- explore further ways in which parents can contribute their ideas to evaluate the setting even more effectively.
- strengthen links with other settings that children attend, including schools, to ensure that information is shared and children's learning is complemented.

### Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding purposes.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning. She evaluated a planned activity with the childminder.
- The inspector looked at relevant documentation, including policies, children's learning records and evidence of the suitability of all adults living and working in the home.
- The inspector took into account the written views of parents.

**Inspector**  
Claire Hunt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have an extremely thorough understanding of the possible signs of harm and how to report any concerns about children's safety and well-being. They have recently undertaken further training in this area, which has strengthened this knowledge yet further. The childminder keeps her home safe for children to use. She checks that toys are in good condition, and that the space used by children is appropriate and safe. The childminder is ambitious and enjoys learning new skills, which positively impact on her practice. For example, following discussion with another practitioner, she undertook a minibeast hunt with children. This further supported children's interests in this area and their understanding of the natural world. The childminder assesses her own and her assistant's practice effectively to identify areas for further training or development.

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

The childminder implements effective processes to observe, check and monitor children's progress. She works closely with parents to assess children's starting points and uses this to aid her planning of children's learning and development. Teaching is routinely strong from the childminder and her assistant. They plan activities in response to children's interests. For example, the childminder drew on children's interest in bugs to make bug prints in play dough. Children described the shape and colour of the bugs and counted how many legs they have. The childminder provides a wide range of opportunities for children to learn about people and communities beyond their immediate experience. This is reflected in their topics, resources and the way in which children's different backgrounds are celebrated.

### Personal development, behaviour and welfare are good

Children develop strong bonds with the childminder and her assistant. They are settled and confident, and display a positive approach to learning. Children's behaviour is good, and children are supported to make strong friendships. For instance, the importance of sharing, taking turns and listening to friends is emphasised and encouraged by the childminder. Children have access to a well-resourced garden, which is used daily. The childminder and her assistant place a strong emphasis on healthy eating, which is evident in their meal and snack plans. Children learn the importance of leading a healthy lifestyle. The childminder teaches children to become independent, for example, by supporting them to put on their own shoes and coats, and to use cutlery correctly when eating lunch.

### Outcomes for children are good

Children make good progress from their starting points. They develop key skills that support them to make the transition to nursery or school. Children make good progress in their communication and language skills. They sing songs and learn to express their thoughts and ideas. Children learn about nature and the world around them. For instance, they develop their understanding of life cycles by observing caterpillars as they turn into butterflies. Younger children reach expected levels of development in literacy. They confidently use chalk on a board to make marks.

## Setting details

<b>Unique reference number</b>	EY546795
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10103492
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017. She lives in Isleworth, in London. She operates weekdays between 7.30am and 6pm all year, except for bank holidays and family holidays. The applicant works with her husband, who is an assistant.

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Piccadilly Gate  
Store Street  
Manchester  
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