

Childminder report

Inspection date	19 July 2019
Previous inspection date	11 January 2016

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

This provision is good

- The childminder offers a welcoming learning environment. Children settle well, develop good relationships with others and play happily. They behave well and display positive attitudes towards learning.
- The childminder knows how children learn and develop through play. Children progress well in relation to what they knew before they joined the childminder. They are well prepared for the next stages of their learning and development, including starting school.
- The childminder works well with parents. For example, she informs parents about their children's academic progress and well-being.
- Parents are delighted with the wonderful care their children receive from this loving childminder. They state that their children learn well.
- The childminder manages her professional development well. For example, she keeps up to date with changes in childcare practices, such as through attending training courses. She also monitors her assistant well to help ensure that they together support children's care and learning effectively.
- The childminder holds discussions with children, but she does not always challenge older children's thinking and how to solve problems unaided.
- The childminder does not always provide enough opportunities to strengthen children's technology skills.

What the setting needs to do to improve further

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

- provide a higher level of challenge to aid older children to develop their critical thinking and ability to solve problems independently
- aid children to further develop their technology skills.

Inspection activities

- The inspector conducted a learning walk with the childminder in her home and observed the childminder and children playing.
- The inspector sampled the childminder's policies, procedures, risk assessments and children's development records.
- The inspector discussed the childminder's procedures to safeguard children, and her process for reflecting on her practice, including evidence of the suitability of adults living or working on the premises.
- The inspector took into account the comments and suggestions of parents, children and the childminder's assistant.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and knows how to proceed if she has any welfare concerns about a child in her care. She shares her policies and procedures with her assistant and parents so that they can help to protect children. The childminder checks the progress of each child and provides well-targeted support to help children catch up. She maintains good links with other providers to support good continuity and progression in children's learning and care. The childminder considers the views and comments of parents, children and outside professionals. This helps her understand her strengths and identify areas for development.

Quality of teaching, learning and assessment is good

The childminder liaises with parents about their children's development when they start, to help her build on children's knowledge and skills. She observes children as they play and uses such information to assess and to plan for the next steps in their learning. The childminder explains activities well to children and shows them how to use new resources safely. Overall, children develop good mathematical skills. For example, younger children can sort and match simple objects. Older children learn to count and recognise numerals. The childminder provides a range of resources and activities to help children develop an awareness of diversity around them. For example, children celebrate different festivals and have access to artefacts from different countries.

Personal development, behaviour and welfare are good

The childminder sets boundaries to help children know what acceptable behaviour is. She also uses praise and reassurance to support children's social and emotional skills effectively. Children learn to share toys, take turns and respond well to instructions. Children enjoy healthy snacks and follow good hygiene practices. They engage well in outdoor activities and enjoy fresh air and exercise. For example, younger children are developing good awareness of equipment around them as they play. Older children learn to balance on a beam. The childminder undertakes regular checks on her home to keep children safe.

Outcomes for children are good

Children achieve well and any gaps in their learning are closing. They are content, listen carefully to instructions and keenly explore resources around them. For example, younger children love to listen to the sounds musical instruments make. Older children learn that certain objects can float or sink. They recognise some letters and sounds in their environment. Children are aware of the changes that happen to the natural world around them.

Setting details

Unique reference number	EY266952
Local authority	Hounslow
Inspection number	10073240
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 January 2016

The childminder registered in 2003. She operates from her home in Isleworth, in the London Borough of Hounslow. The childminder offers care each weekday and operates throughout most of the year. She works with an assistant.

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