

# Childminder report

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Inspection date: 11 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder knows the children well. They are eager to play and learn using the wide range of equipment, resources and activities available. The quality of teaching is good. The childminder extends well children's interests with activities that promote the seven areas of learning. She assesses children's progress closely and knows what they need to learn next. Children have plenty of opportunities to be imaginative and creative. This helps to embed their learning and to expand their interests. The childminder is attentive towards children, who are happy, comfortable and feel safe in her care. She teaches children about right and wrong. However, at times, opportunities are missed to help children understand how to play together, share and take turns. Children mainly behave well. The childminder is starting to challenge children more to manage their personal needs, but there are times when they are not encouraged to do things for themselves. The childminder places a strong focus on teaching children about themselves, others and their community. She plans a wide range of outings, playgroups and opportunities for children to play with others and make friends. This helps them to learn skills that will contribute to their readiness for nursery and school.

### **What does the early years setting do well and what does it need to do better?**

- The childminder effectively supports children's communication and language development, including those who speak English an additional language. The childminder provides plenty of opportunities for children to repeat and learn new words. For example, they learned words during a story session, such as 'grass', 'river' and 'oozy mud', which they later used during their role play outside.
- Children benefit from an exciting, interesting and challenging environment. For example, the childminder created a role-play activity based on children's favourite story book. Indoors, children enjoyed an interactive reading session and showed secure skills in repeating the words and sentences from the book. Outside, they imagined themselves to be in a forest where they explored textures and discussed different weather and landscapes. Finally, they explored a cave created with cardboard boxes.
- Children learn about positive behaviour and what is expected of them. However, strategies to teach them to share and take turns are not fully effective. At times, this disrupts children's learning opportunities.
- The childminder attends to children's care needs effectively and works with parents to plan their routines, meals and outings. However, there is capacity to further extend the opportunities children have to learn how to manage their personal needs more independently.
- The childminder reflects well on her practice and closely monitors children's progress. She obtains parents' views of her services and continuously implements new ideas, for the benefit of children. The childminder and her

casual assistant attend regular training to develop their knowledge and teaching skills.

- The childminder works in effective partnership with other professionals involved with the children, and with other settings that they attend. She knows the importance of sharing information to establish continuity in children's learning.
- Children enjoy plenty of opportunities for exercise and fresh air. The childminder has strong focus on providing outdoor play and physical activities for children. She teaches them about the importance of eating well and living healthy lifestyles.
- Parents highly praise the childminder and say how their children are happy in her care. They trust that the childminder has their children's safety as her priority. The childminder and parents share ongoing information about children's learning between home and her provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard and protect children. She and her casual assistant attend safeguarding training regularly and follow policies and procedures in line with current legislation. The childminder is alert to possible indicators that children may be at risk of harm. She knows the processes for referrals of concerns about children and/or allegations against adults. The childminder risk assesses the premises and outings. She supervises children closely to ensure that they are safe.

## **What does the setting need to do to improve?**

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

- develop further the strategies to help younger children understand how to share and take turns
- increase the opportunities for children to learn how to manage their personal needs independently.

## Setting details

<b>Unique reference number</b>	EY446081
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10118555
<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 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	10 October 2016

## Information about this early years setting

The childminder registered in 2012 and lives in West Drayton. She operates all year round, except for bank holidays and for family holidays. Sessions are Monday to Friday from 8am to 6pm. The childminder provides overnight care. She works with a casual assistant.

## Information about this inspection

### Inspector

Karina Hemerling

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector had a 'learning walk' with the childminder. She looked at the learning opportunities for children.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder about how she manages her provision. She looked at relevant documentation, such as the childminder's training certificates, qualifications and evidence of the suitability of household members.
- The inspector took account of the views of parents as provided in written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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