

Childminder Report



Inspection date 19 January 2017
Previous inspection date 27 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 are happy and settled. They develop secure attachments with the childminder and her assistant. They enjoy the positive and close relationships they have with both of them.
- The childminder uses observations well to help her identify and close any gaps in learning quickly and ensure that children continue to progress well.
- The childminder manages her setting well and evaluates and reflects on her practice to effectively identify aspects that she can improve.
- The childminder works well with parents to support children's learning and development. For example, she keeps them informed of the daily activities and provides feedback about their children's progress.
- Children behave well and respond positively to the childminder's praise and encouragement.

It is not yet outstanding because:

- At times, the childminder misses opportunities to enable children to be more creative and explore their own ideas.
- Occasionally, the childminder does not give children sufficient time to explore the toys freely. For example, she changes the activities too often and this interrupts children's play.

What the setting needs to do to improve further

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

- extend opportunities for children to be independent in their own creativity and express their ideas freely
- encourage children to develop their concentration and exploration skills more fully to aid their learning.

Inspection activities

- The inspector observed the childminder and her assistant with the children and spoke with them about children's learning.
- The inspector spoke with the childminder at appropriate times throughout the inspection, about the arrangements for observation, assessment and planning.
- The inspector sampled the documentation the childminder uses to support her practice.
- The inspector read and discussed the childminder's self-evaluation document.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a good understanding of the signs and symptoms that would raise concerns regarding a child's well-being. They understand the reporting procedures to follow. The childminder forms good relationships with other professionals to help her monitor the quality of her provision. For example, she regularly meets with her local authority workers and attends childminder forum groups to discuss ways of improving and developing her practice. The childminder has a suitable overview of her assistant's abilities. She meets with him regularly to monitor and discuss his responsibilities and further professional development.

Quality of teaching, learning and assessment is good

The childminder identifies children's starting points well. She regularly observes and assesses children's achievements and helps them to develop new skills. The childminder supports children's communication and language successfully in many ways. For example, she models vocabulary effectively and uses questions to develop children's speaking skills. The childminder effectively encourages children to explore numbers and identify colours. For example, they have daily group times where they look at picture books and talk about and identify features together. Children enjoy taking part in singing activities, for example, they sing along to rhymes to support their understanding of letter sounds.

Personal development, behaviour and welfare are good

Children settle well and form close attachments with the childminder and her assistant. They enjoy playing with other children and develop their social skills well. For example, they learn to share and take turns. The childminder supports children's good health and understanding of hygiene through the daily routines. For example, she encourages children to wash their hands at appropriate times and she provides them with healthy meals and snacks. Children have daily opportunities to practise their physical skills, for example, when they visit the local park or go for walks along the river.

Outcomes for children are good

Children develop the necessary skills to support their future learning. They make typical progress for their age. They manage everyday care routines effectively. For example, at mealtimes, they hold utensils correctly and feed themselves. Children begin to recognise shapes and colours and can count effectively. They develop the skills needed for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY290750
Local authority	Hounslow
Inspection number	1068717
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	27 May 2014
Telephone number	

The childminder registered in 2004. She lives in Isleworth, in the London Borough of Hounslow. The childminder's husband is a registered assistant. The childminder works Monday to Friday from 7.30am to 6.30pm, except for bank holidays and four weeks for family holidays. The childminder receives funding for the provision of free early education to children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

