

# Childminder Report

**Inspection date**

22 January 2016

Previous inspection date

Not applicable

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

- The childminder regularly reviews her practice to make improvements. She seeks ideas from professionals, such as childminding network groups, and attends training to improve her strong teaching skills.
- The childminder interacts well with children and helps develop their speaking and listening skills. For example, she shares books, songs and rhymes to build their vocabulary.
- Children are becoming increasingly confident. The childminder shows them how to do things and encourages them to take a lead in their learning.
- The childminder celebrates children's contributions and values their work, which helps children to develop positive self-esteem in preparation for their future learning.
- Children enjoy a variety of experiences to broaden their awareness of the wider world, such as walks and visits to the local community.
- Children settle very well with the childminder. They behave well and learn to listen attentively, use good manners and develop positive attitudes towards other people.
- The childminder works closely with parents to promote children's learning and care needs. She involves parents in finding ways to close gaps in their children's learning.

**It is not yet outstanding because:**

- The childminder does not always make the best use her assessments process to identify more precisely a broader range of challenging activities.

## What the setting needs to do to improve further

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

- continue to strengthen the assessment process, particularly to help identify and plan more precisely activities that are more challenging, to extend children's learning even further.

### Inspection activities

- The inspector observed activities in the childminder's home, and the impact her teaching has on children's development.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector carried out an observation with the childminder during the inspection.
- The inspector spoke with parents during the inspection and took account of their views in the form of questionnaires.
- The inspector looked at children's records and reviewed their learning, and sampled the childminder's policies, procedures and other relevant documentation.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides an attractive and stimulating environment, which promotes effective learning. She organises the play areas well to encourage children to keep tidy and safe. For example, children learn from a young age to sort and categorise items when putting them away. The childminder constantly strives to update her knowledge and understanding of how children learn. For example, she has recently attended a mathematics course to find ways to develop children's mathematical ideas, including use of mathematical language. The childminder knows and understands safeguarding procedures, and follows them closely to promote children's welfare and safety. She is alert for signs that indicate a child may be at risk, and knows how to report concerns. Safeguarding is effective.

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

The childminder encourages children's literacy skills well; for example, she reads stories and nurtures children's enjoyment of books. She models speaking clearly and skilfully asks questions to develop children's understanding. Children have good opportunities to use their imagination and to be creative, such as through exploring music with the childminder. Children practise using their mathematical skills, such as counting and recognising shapes in practical situations. They experience a range of physical activities to develop their large and small muscle control, which aids them in their future learning, such as learning to hold a pencil.

### Personal development, behaviour and welfare are good

Children relate well to the childminder. They play happily from the moment they arrive. They choose activities and work sociably together. They acquire good independence skills; for example, they try to put their coats and shoes on at a very young age. The childminder encourages children to complete tasks. She supports young children to manage their hygiene and personal needs, so they know and understand what to do. Children learn about safety; for example, they talk with the childminder about different people whose job it is to keep them safe. The childminder provides healthy food options and discusses the benefits of these with children, such as during snack time. Children learn to make good choices, which promote healthy lifestyles.

### Outcomes for children are good

Children make good progress from their individual starting points. They learn to handle books and communicate with one another, developing good language skills. They are well prepared for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY443883
<b>Local authority</b>	Brent
<b>Inspection number</b>	884383
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2012. She lives in Harlesden, in the Borough of Brent. She cares for children from 8am to 6pm, Monday to Friday, throughout most of the year. She holds a relevant qualification in early years at level 3.

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