

# Childminder Report

<b>Inspection date</b>	25 January 2016
Previous inspection date	23 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The childminder provides a kind and caring environment where children settle quickly, and feel safe and happy.
- The childminder has developed effective systems of self-evaluation and has acted upon recommendations from her last inspection to improve her provision.
- Partnerships are a real strength of this provision. The childminder has excellent links with parents, other professionals and the wider community, supporting children from a diverse range of backgrounds.
- The childminder encourages children to be independent and understand dangers. For example, she talks about how to keep themselves safe when outdoors, such as through relevant songs and rhymes.
- The childminder has a thorough understanding of safeguarding issues and ensures children are safe at all times.
- Children make good progress from their starting points. The childminder carefully monitors their progress and accurately plans their next steps in learning.

### It is not yet outstanding because:

- At times, the childminder misses opportunities to help children develop their imaginative skills, in particular to extend their role-play experiences.
- The childminder does not always use all opportunities to encourage children to explore technology, so they learn to acquire new skills.

## What the setting needs to do to improve further

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

- strengthen further opportunities for children to develop their imaginative skills, particularly in role play
- explore ways for children to learn about everyday technology to develop further their understanding of the wider world.

### Inspection activities

- The inspector observed the children and the childminder during activities.
- The inspector spoke with parents to gain their views of the provision.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector spoke with the childminder at appropriate times during the inspection.

**Inspector**  
Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of how to implement and follow procedures to protect children from harm. She has an excellent attitude towards her professional development. She updates her skills, such as through attending training, which has had a positive impact on children's learning opportunities. For example, she has recently completed a relevant degree in education, which has helped to further her understanding of how children learn. The childminder gathers the views of parents and others to improve the quality of her provision. She works with other professionals in the wider community in a range of ways. For example, she has organised sessions at the local children's centre for a visiting dentist to teach children about oral health.

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

The childminder has a secure understanding of children's varying stages of development, including ways to challenge them further. Children have a broad range of exciting experiences across the curriculum to choose from and the childminder plans activities based on their interests. The childminder makes good use of the local area to extend children's experiences. For example, she plans visits to drop-in groups, libraries and parks. Children have daily access to outdoor play and she encourages them to learn about the world around them. The childminder observes children's learning and uses effective strategies to monitor and address any gaps in their learning, which she shares regularly with parents.

### Personal development, behaviour and welfare are good

The childminder has a calm, sensitive approach and responds to children's needs promptly. She implements effective techniques to manage children's behaviour, and models turn taking and sharing for even the youngest children. She supports children's independence particularly well and encourages them to manage age-appropriate tasks. The childminder has a strong understanding of safety, and provides a clean and well-organised environment. She assesses risks in her home and for outings, and promotes children's awareness of safety, such as through activities relating to road safety. The childminder has a good understanding of how to support children with additional needs, including those learning to speak English as an additional language. For example, she takes books out of the library to learn key words in children's home languages.

### Outcomes for children are good

Children make good progress from their starting points. They are gaining the skills required to support them effectively for the next stage of their learning, including school.

## Setting details

<b>Unique reference number</b>	133297
<b>Local authority</b>	Islington
<b>Inspection number</b>	840961
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 February 2012
<b>Telephone number</b>	

The childminder registered in 1996. She lives in the London Borough of Islington. She holds a relevant degree in education. The childminder provides care during weekdays, from 8am to 6pm, throughout most of the year.

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