

Childminder Report

Inspection date

5 February 2016

Previous inspection date

12 October 2011

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

- The childminder has created a warm and welcoming environment. Children have established positive relationships with her and show that they feel at ease and secure in her care.
- The childminder has a secure understanding of the requirements. She has the required policies and procedures in place, which she uses well to underpin her practice.
- Children benefit from continuity in their care and learning experiences. The childminder has built close working partnerships with parents. She shares relevant information about children's development to help them make good progress.
- The quality of the childminder's teaching is consistently good. The childminder has a strong knowledge of how young children learn and develop. She regularly observes children to identify their interests and achievements, which she incorporates well into her planning.
- The childminder is reflective. She regularly evaluates her provision, using the views of parents, and strives to improve the quality of her practice to improve outcomes for children.

It is not yet outstanding because:

- The childminder does not always strengthen children's balance and coordination skills fully when they practise standing and walking.
- The childminder does not effectively promote young children's awareness of others.

What the setting needs to do to improve further

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

- increase opportunities for babies to strengthen their balance and coordination skills as they learn to stand and walk
- extend opportunities for young children to begin to develop their awareness of differences and others.

Inspection activities

- The inspector observed children and the childminder while they engaged in activities together.
- The inspector talked to the childminder at appropriate times during the inspection about her practice.
- The inspector sampled a range of the childminder's documentation, including children's records, evidence of suitability and some of the childminder's written policies.
- The inspector and childminder jointly observed children at play and discussed their progress.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

The childminder demonstrates a strong commitment to her role. She implements the requirements well to promote positive outcomes in children's care and learning and she rigorously monitors their progress to support their individual learning needs. Safeguarding is effective. The childminder has a good understanding of her role in promoting children's safety and well-being. She has robust procedures in place for dealing with any concerns and she carries out effective risk assessments both inside the home and on outings. The childminder has a positive attitude towards her professional development. She regularly attends training courses, such as a language course, to improve her knowledge. She uses the skills she has gained to enhance her practice.

Quality of teaching, learning and assessment is good

The childminder supports children's learning well. She provides an interesting and stimulating learning environment that reflects their learning needs well. Children spend much of their time purposefully engaged in fun and challenging activities. They move around their environment freely and enjoy exploring the resources available and planned activities. Children's early communication skills are developing well. They learn to communicate their needs using verbal and non-verbal gestures. The childminder fosters this well. For example, she provides children with a continuous narrative, sings songs and reads to them. Children have first-hand experiences to learn about the natural world and living things through their visits to various outdoor spaces and nature environments.

Personal development, behaviour and welfare are good

The childminder acts as a positive role model. Her caring, friendly and gentle approach helps children as they learn how to behave and begin to develop their awareness of right and wrong. She regularly praises children for their achievements to help them gain confidence and develop positive self-esteem. The childminder helps children to develop their understanding of the importance of healthy living. She plans daily opportunities for children to play outside and engage in physical activities and she teaches children from an early age to develop good hygiene practices. In addition, she provides children with healthy meals and snacks.

Outcomes for children are good

Children make good progress in their learning and development as they develop fundamental skills to help them prepare for the next stages in their learning. They are growing into capable and confident learners, and develop good levels of independence. They show a real interest in exploring and trying new things. For example, they have fun as they explore different objects in treasure baskets and they enjoy the mess as they experiment with the texture of jelly.

Setting details

Unique reference number	144539
Local authority	Hackney
Inspection number	846629
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	12 October 2011
Telephone number	

The childminder was registered in 1992. She lives in the London Borough of Hackney. She lives in a flat on the fourth floor that may be accessed via a lift or stairs. She works Monday to Friday from 8am to 6pm, throughout most of the year.

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