

Childminder Report

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| Inspection date | 24 February 2016 |
| Previous inspection date | 2 November 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 cared for the children for many years and knows them well. She provides a good range of resources and activities. Children are engaged, motivated to learn and make good progress.
- Children are happy and well settled in the childminder's care. They develop positive attitudes and display good behaviour. They share with one another and show good manners.
- The childminder builds effective partnerships with parents. For example, she implements a flexible approach to caring for children, enabling parents to balance their work and care commitments.
- The childminder has a good understanding of how to keep children safe, including how to reduce risks in the home and on their journey home from school.

It is not yet outstanding because:

- The childminder does not always extend children's communication skills fully during their activities, for example, by using more complex questioning.
- The childminder misses some opportunities to enhance her already good practice, particularly to strengthen her knowledge even further in the areas of learning.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend children's communication and language skills further.
- continue to explore professional development opportunities to obtain an even greater knowledge and skill base and to strengthen overall teaching practice.

Inspection activities

- The inspector observed the childminder and the children as they played.
- The inspector spoke with the childminder at appropriate times throughout the inspection regarding her practice, including the arrangements for observation, assessment and planning.
- The inspector checked the documentation the childminder uses to support her practices.
- The inspector discussed and reviewed the childminder's self-evaluation processes.
- The inspector considered parents' feedback by reviewing written documentation made available during the inspection.

Inspector

Jennifer Devine

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended safeguarding training and knows what to do and who to contact if she has a concern about a child in her care. The childminder has successfully addressed the recommendations from her last inspection. For example, she works more closely with parents to ensure she has a regular exchange of information and has improved children's understanding of personal hygiene routines, such as hand washing. Overall, the childminder evaluates her practice well and uses this information to help identify most areas for improvement. She generally maintains links with other childminders, including the local authority, in order to share ideas and to keep up to date with relevant changes, to improve children's learning experiences.

Quality of teaching, learning and assessment is good

Overall, the quality of the childminder's teaching is good. Children make choices from the wide selection of resources and spend time engaged in their play. The childminder enables younger children to 'have a go', such as when they choose an advanced puzzle. For example, she reminds them to look carefully at the picture on the puzzle box and shows them how to match up the puzzle pieces. The childminder has a secure understanding of how to observe and assess children's development. She uses this information well to monitor children's individual progress and plan activities to promote their next steps in learning.

Personal development, behaviour and welfare are good

The childminder is caring and affectionate, and children demonstrate that they feel secure with her. The childminder gives children clear explanations about how to behave and encourages them to help set the rules. For example, she encourages children to help to tidy activities away and to look after their toys, developing their awareness of safety. Children get plenty of physical exercise and fresh air. They benefit from a variety of outdoor activities to develop their large muscle groups. For example, children often stop at the park after school so they have a run around.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They enjoy participating in many different games after school, showing good levels of concentration. Children learn to follow rules and develop good friendships. All children gain the necessary key skills for the next stage of their learning.

Setting details

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|------------------------------------|---|
| Unique reference number | 137634 |
| Local authority | Brent |
| Inspection number | 836510 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 3 - 7 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 2 November 2011 |
| Telephone number | |

The childminder registered in 1982. She lives in Kilburn, in the London Borough of Brent. The childminder operates from 8.30am to 6pm, all year round, except for bank holidays or family holidays.

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