

# Childminder Report

**Inspection date**

3 March 2016

Previous inspection date

18 April 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 has a good understanding of how children learn and develop. She uses this knowledge effectively to plan activities that are fun, enjoyable, capture children's interests and are suitably challenging.
- Self-evaluation is used carefully to identify and address any weaknesses in the childminder's practice. The views of the children and parents are incorporated when planning improvements.
- The childminder works closely with other professionals and external agencies. They agree the best possible way to support the individual needs for disabled children and children with special educational needs.
- The children learn about enjoying a healthy lifestyle. They are provided with nutritious snacks and meals. Children enjoy planting and growing plants and a wide variety of fruit and vegetables. The childminder explains to the children about the benefits of home-grown food. Children learn the signs to look for before they pick and collect the food ready to cook and eat.
- Children progress well in their speech and language skills. The childminder uses effective strategies to support their development. She encourages the children to talk about what they are doing and what activities they have most enjoyed that day.

### It is not yet outstanding because:

- The childminder does not always gather enough information from parents about what children can already do when they first start. She does not have the best possible information to help her identify precise starting points in learning for each child.

## What the setting needs to do to improve further

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

- seek more information from parents about their child when they first start, in order to plan more precisely for children's individual learning needs from the outset.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed and evaluated a planned activity with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as, the childminder's self-evaluation, children's learning records and a sample of policies.
- The inspector read feedback from parents and she talked to children during the inspection and took account of their views and responses.
- The inspector checked evidence of the suitability of the childminder and all adults living at the premises.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder actively promotes children's safety and welfare. She has good knowledge of what to do if she has a concern about a child in her care. The childminder attends regular training, which supports her in keeping her knowledge up to date. The childminder critically reviews her practice and identifies targeted training that will support her professional development and the quality of teaching she delivers to children. She has a strong drive to move her practice towards excellence. The positive impact of the childminder's training is evident in the quality of learning experiences the children are offered.

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

The childminder has established strong partnerships with other settings that children attend. She regularly shares information with them to ensure continuity for children. Children's mathematical development is incorporated into their play. Children use small and large dinosaur footprints to compare size in the play dough. The childminder introduces different shaped cutters and encourages children to find other objects in the room that are the same shape. The childminder shares with parents their children's progress and learning achieved. She encourages all parents to contribute their ideas and thoughts to their child's learning records. Weaknesses in learning are rapidly identified through the childminder's precise reviews of the children's learning and assessment.

### Personal development, behaviour and welfare are good

The childminder provides a warm and caring environment. Children benefit from a period of supportive settling-in sessions, enabling them to quickly form close relationships with the childminder and settle well. Children behave well. Children rapidly learn independence skills as they prepare their own snack, put on their own coat and learn to wash and dry their hands. Children enjoy physical outdoor activities on bikes and climbing equipment. The childminder attends weekly activity sessions with other childminders and their children. These sessions positively support children to develop their social skills of sharing, taking turns and learning to respect each other. This helps children to learn about each others' uniqueness.

### Outcomes for children are good

All children, including disabled children and children with special educational needs are making good progress. Children's communication skills are being improved through the targeted support that is given. They count the number of pieces of play dough they are given and this helps to develop their understanding of numbers. Children really enjoy outdoor activities. They use water with the tea set and cooker, while pretending to make meals and pour drinks. This supports their coordination skills. Children are well prepared for the next stage of learning and moving on to school.

## Setting details

<b>Unique reference number</b>	EY236809
<b>Local authority</b>	Islington
<b>Inspection number</b>	1024507
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 April 2012
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in London. She operates all year round from 8.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports disabled children and children with special educational needs.

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