

# Childminder Report

**Inspection date**

22 March 2016

Previous inspection date

3 November 2011

<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 skilfully promotes children's communication and language skills. For example, children enjoy taking part in conversations with the childminder and expressing their choices.
- The children show that they are very self-assured and secure in the care of the kind, thoughtful childminder. The home is very safe and children are confident to explore and learn.
- The childminder makes good use of her home, which is safe, interesting and supports children's learning well. The children are excited and eager to learn and outcomes are good. Children make at least typical progress in relation to their starting points.
- The childminder has good partnerships with parents. Regular conversations help to ensure they feel fully involved and able to participate in their children's learning and development. Parents speak well of the care their children receive.

### It is not yet outstanding because:

- The childminder does not consistently encourage older children to be fully involved in some play activities, to challenge their learning as much as possible.
- The childminder does not use all opportunities to encourage children to explore print fully and understand its meaning, to strengthen their early reading skills.

## What the setting needs to do to improve further

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

- encourage older children to become more fully involved in everyday activities, to further challenge their interests and boost their learning
- enable children to become more familiar with print in different ways, to further promote their early reading skills.

### Inspection activities

- The inspector and the childminder discussed the systems used to track the children's progress, and reviewed relevant documents used to support the childminder's work.
- The inspector observed the children engaged in activities with the childminder.
- The inspector looked at the rooms and resources used by the children.
- The inspector held discussions with the childminder about her systems for self-evaluation and the impact of training on her work.

### Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed relevant training. She fully understands her duty to safeguard children and is aware of reporting any concerns to the correct professionals. The childminder evaluates and improves the quality of her practice well. For example, she attends training and updates her knowledge in different ways. Her skills develop well and have a positive impact on her teaching and children's learning. The childminder observes and assesses the children's progress well. Overall, she plans stimulating activities that help the children have fun while they are learning. She uses her assessments well to ensure the children are making positive progress.

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

The childminder provides a good range of learning experiences overall. Children have fun as they play and learn. For example, they became fully involved in a cornflour activity and made firm decisions about the colours they wanted to use. The childminder provided a suitable range of resources to help children enjoy the activity and learn. For example, children used wooden spoons to mix the cornflour with water. Children develop good levels of self-confidence as they develop new skills. The childminder provides good opportunities for children to learn about the natural world and how things change.

### Personal development, behaviour and welfare are good

Children show they are happy in the care of the childminder. They confidently make their needs known to the childminder who responds with thoughtful care. The children readily turn to the childminder for reassurance and hugs when they are feeling unsure of something. The childminder assesses risk well. The home is safe and children freely explore. The childminder knows the children well and uses her knowledge to sympathetically manage their behaviour. She helps to prepare the children for changes in routines well. For example, she sensitively explains to them how they can help with the next activity and make choices about the resources to use. Children feel assured in their own abilities. The childminder recognises children's successes and uses high levels of praise. The children are good friends and show good levels of security and self-worth.

### Outcomes for children are good

Children make at least typical progress in their learning, especially with their language and communication skills. For example, they confidently communicate and talk about the activities they enjoy. Children enjoy regular opportunities to explore the environment where they also develop their physical skills and learn about taking safe risks. For instance, they enjoy learning to balance on logs in the local park. Children are self-assured and develop the key skills needed for their next steps in learning, including the move to school.

## Setting details

<b>Unique reference number</b>	137602
<b>Local authority</b>	Brent
<b>Inspection number</b>	836507
<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>	2 - 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>	3 November 2011
<b>Telephone number</b>	

The childminder registered in 1983. She lives in the London Borough of Brent. The childminder cares for children during weekdays, from Monday to Friday, throughout most of the year. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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