

Childminder Report

Inspection date

22 March 2016

Previous inspection date

21 July 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 quality of teaching is good because the childminder provides children with a broad range of stimulating activities. As a result, all children make good progress. The childminder works patiently and sensitively with new children and their parents. This helps children settle when they first attend her setting.
- Friendly relationships exist with parents. The childminder maintains regular communication with parents and keeps them fully updated about their child's learning. She uses effective development records to show children's achievements and next steps in learning. This enables parents to support their child's learning at home.
- The childminder takes children to a variety of toddler groups and regularly meets with other childminders and their children. These activities help children to socialise. In addition, they provide children with access to a wider range of activities, helping to contribute to their enjoyment and the good progress they make.
- Children feel happy and secure in the childminder's care. They seek reassurance and encouragement from her and the childminder responds positively to them with smiles. This helps children feel happy in the environment.
- Observations and assessments are undertaken to ensure children's progress is monitored and any gaps in their development are swiftly identified.

It is not yet outstanding because:

- The childminder does not always obtain enough information from parents about children's starting points to help her plan their learning fully from the start.
- The childminder does not regularly ask parents to contribute towards the evaluation of her practice so that they can give their ideas for future developments.

What the setting needs to do to improve further

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

- build on the range of information gained from parents about children's starting points from the outset, to further support their ongoing learning and development
- gather and act on the views and suggestions of parents to more accurately evaluate practice and sustain improvements.

Inspection activities

- The inspector had a tour of the premises during the inspection and observed the outdoor play space.
- The inspector observed a range of learning activities in the lounge.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, children's development records, risk assessments and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to on the day and through their written feedback within returned questionnaires and on the childminder's website.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident about child protection procedures, which helps to protect children's welfare. She is fully aware of her responsibility to contact relevant agencies should she have any concerns. The childminder checks resources and the environment regularly to make sure they remain safe and suitable for children. She practises fire drills with babies to ensure she is able to evacuate them safely. The childminder has a childcare qualification and this positively influences the quality of her teaching. In addition, she has attended training and identified courses she feels would enhance her practice, such as signing and a mark-making practical workshop. Partnerships with other professionals and early years settings are well established to ensure continuity of care for children.

Quality of teaching, learning and assessment is good

The quality of teaching is good and children are well prepared for the next stage in their learning. The childminder regularly monitors children's progress. She identifies areas to focus her teaching on to ensure that children make the best possible progress. Children enjoy a warm and secure relationship with the childminder in her homely setting. She takes time to get to know all the children very well. Babies are calm and relaxed within the home and are fully at ease. This means their individual needs are effectively met and their well-being promoted. Daily routines are followed after talking to parents to ensure they are consistent with home routines, such as naps and mealtimes. Children thoroughly enjoy messy play. The childminder provides lots of opportunities and activities to foster this. For example, they use resources, such as coloured rice pudding, to make handprints for Easter cards. Children's communication and language skills are developing well. This is because the childminder talks to them constantly and introduces new words during their play. She effectively uses props to further enhance children's learning.

Personal development, behaviour and welfare are good

The consideration given to hygiene practices and healthy lifestyles is apparent at all times. Children enjoy nutritious and healthy snacks. The childminder offers them a choice of fruits and regular drinks. Children enjoy lots of fresh air and exercise. They benefit enormously from accessing activities at the local community groups, which further promotes aspects of their physical play. Babies have tummy time as they look at their reflection in the mirror. The childminder has a calm manner and raises children's confidence and self-motivation through giving meaningful praise. She is sensitive to children's stages of development when managing behaviour to ensure they learn respect for each other.

Outcomes for children are good

Children make good progress. They learn to be independent from an early age, demonstrating their emerging skills as they try to feed themselves. Children are able to be imaginative and can recreate a range of roles and experiences in the role-play area. They learn to socialise with other children. This helps them gain key skills they need to be emotionally ready when the time comes for them to move on to pre-school or school.

Setting details

Unique reference number	EY418319
Local authority	Islington
Inspection number	1024523
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	21 July 2011
Telephone number	

The childminder was registered in 2010 and lives in Gardener Court in the London Borough of Islington. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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