

# Childminder Report

**Inspection date**

22 March 2016

Previous inspection date

8 June 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 provides a warm and caring environment. Children build close attachments with her and this supports new children to settle in quickly.
- The quality of teaching is consistently good. The childminder has a good understanding of how children learn and develop. She provides activities that are suitably challenging for their ages and stages of learning.
- The childminder reflects on her practice on a regular basis. Incorporating the views of parents and children, she identifies areas for improvement and implements changes.
- The childminder makes precise observations and assessments of children's achievements and development. She plans activities that promote their next steps in learning and good progress. She also uses this information to identify and address any weaker areas in children's development.
- Children enjoy a wide range of learning opportunities which captures their interest and challenges them to extend their skills and development. For example, the children's mathematical understanding develops as the childminder models counting vehicles shown in a book and the number of instruments in a basket.

### It is not yet outstanding because:

- The childminder does not consistently give parents ideas about how they can support their children's learning and development at home.
- The childminder does not always make the best use of opportunities to extend her professional knowledge and keep up to date with changes that affect childcare practice.

## What the setting needs to do to improve further

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

- strengthen the ways in which parents are supported to extend children's learning at home
- make better use of opportunities for continuous professional development and for keeping up to date with new legislation and changes in childcare practice.

### 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 discussed 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 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 on the premises.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the procedures to follow if she has a concern about the safety and welfare of a child in her care. The childminder attends mandatory training and understands the need to keep up to date with new developments in childcare. However, she does not always take advantage of opportunities to extend her knowledge and understanding of such changes. The childminder attends stay-and-play groups, where she meets with other childminders and shares good practice and ideas for activities. The childminder completes daily risk assessments of the areas that children access and equipment they use. She takes action to minimise any risks found. Children confidently explore in the safe environment.

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

Children enjoy interactive stories. The childminder asks questions and helps younger children to find the answers in the pictures of the book. The childminder has established good relationships with parents. She effectively gathers information from them about children's starting points and regularly shares details about children's ongoing learning and achievements with them. However, she does not consistently provide information, ideas and guidance to help parents continue their children's learning at home. Young children enjoy exploring early technology toys. They look with great interest at what happens when they press the various buttons. As they investigate, they strengthen their dexterity. They learn to recognise the noise that each animal makes with every button they press.

### Personal development, behaviour and welfare are good

Children are supported in developing their understanding about healthy lifestyles. The childminder provides them with healthy food at snack and mealtimes. Children have good opportunities for exercise, such as when they visit the local park and library, and enjoy nature walks by the nearby lake. They participate in many activities that help them to learn about other children's celebrations and cultures. They enjoy tasting food from around the world. Each week, the children borrow books from the library about different festivals and their monthly topic. Younger children develop a good level of independence and make choices for themselves. They decide which toy to play with and what snack they would like to eat. The childminder has high standards for children's behaviour and teaches them to share and take turns, such as when they meet with other childminders and children.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Children enjoy an animal puzzle with electronic sounds. They delight in listening to each sound and naming the animals. Their communication skills are developing well. Children have fun exploring a treasure basket of various musical instruments. They like hearing the different sounds as they shake, bang and play the instruments and they learn the names of each one. Overall, children are well prepared for their next stage of learning and for moving on to school.

## Setting details

<b>Unique reference number</b>	EY382028
<b>Local authority</b>	Islington
<b>Inspection number</b>	1024502
<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>	0 - 0
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 June 2011
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in London. She operates all year round from 8am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

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