

Childminder Report

Inspection date

5 May 2016

Previous inspection date

7 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 improved her systems for reviewing her practice and involves parents and others in this process. An effective action plan has enabled her to develop better systems for monitoring children's progress, for example.
- The childminder teaches well and supports individual children effectively in developing the foundations of their communication, number and language skills. This provides children with secure building blocks for future learning.
- The childminder successfully works with parents in children's ongoing development and suggests ways in which they can support their children's learning further at home.
- The childminder works closely with parents to help children settle in quickly. She is very responsive to children's emotional needs, such as holding them close when they are upset, and this helps children to behave well, feel safe and secure.
- Children make good progress, given what they know when they start. Activities and experiences planned for them prepare them well for the future.

It is not yet outstanding because:

- Children sometimes become distracted by those things around them, which affects their concentration and thinking skills.
- At times, the childminder does not help children to become more independent in their learning.

What the setting needs to do to improve further

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

- help children to develop better concentration and thinking skills to aid their learning
- support children more effectively to become independent learners.

Inspection activities

- The inspector observed the childminder's teaching practice and the impact of this on children's learning.
- The inspector spoke to children at appropriate times during the inspection and held a meeting with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including the childminder's policies and procedures.
- The inspector held a meeting with parents and took account of their views.

Inspector

Michelle Bassani

Inspection findings

Effectiveness of the leadership and management is good

The childminder is keen to provide children with a quality environment where their learning and care needs are fulfilled. She has attended relevant training and this, for example, coupled with her qualifications has helped her to develop a deeper knowledge and understanding of how young children learn. The childminder has systems in place to share her knowledge and experience to support the work of her assistant, who helps her occasionally. Safeguarding is effective. The childminder is clear about her role in protecting children from harm. She knows what to do if she has any concerns about a child and informs parents about matters through her clear policies and procedures.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder spends time talking to parents and observing children to find out what they can do. She uses this information to plan engaging activities for children that appeal to their interests and help them learn. For example, she plans treasure hunt activities for children to find toys that they like to play with and then discusses with children what they have found. Children also enjoy extending their physical development as they feel and grasp for hidden items. They develop communication and language skills as they learn new words. However, sometimes children are distracted by the wide range of resources around them. Children learn about the diverse wider world, for example, when exploring others' cultures and people from differing backgrounds, through role play and dressing up.

Personal development, behaviour and welfare are good

Children are cared for well. The childminder consults with parents over children's normal daily routines to follow in her setting. This helps children to develop a sense of belonging. The childminder praises children for their achievements. They become more confident and self-assured as they settle in. The childminder encourages children to start doing things for themselves, such as feeding themselves, although the childminder recognises that their independence could be extended at times. Children learn how to behave in a caring way towards each other as the childminder shows what it means to be kind. Children have many opportunities to be physically active, inside and outside, and they follow a healthy diet, as well as simple daily hygiene routines.

Outcomes for children are good

Children make good progress in relation to what they know when they start, and they learn important skills for the future. They socialise and interact with other children as they play together. They develop early reading, listening and speaking skills, as they hear and react to sounds around them, for example, when listening to a passing police car and siren.

Setting details

Unique reference number	102019
Local authority	Camden
Inspection number	1048542
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	7 March 2013
Telephone number	

The childminder registered in July 1995. She lives in Belsize Park, in the London Borough of Camden. The childminder works part time all year round. The childminder has an appropriate early years qualification.

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