

# Childminder Report

**Inspection date**

18 March 2016

Previous inspection date

7 February 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

- Children make good progress in their development. They develop the communication, social and physical skills they need to be ready for the next stage of learning. Children enjoy the wide range of learning experiences that the childminder provides.
- The childminder has a strong understanding of children's development, which she uses to plan appropriate challenges in play and quickly identify gaps in their learning. She forms good relationships with parents and provides children with a consistent level of care and education.
- Children build close bonds with the childminder, and gradually grow in self-confidence. She helps children to do things independently, make their own decisions and safely explore the world around them.
- The childminder regularly evaluates her practice and skills, and seeks the opinions of parents to support her own views. She readily identifies areas to improve upon and monitors the effectiveness of her teaching.

### It is not yet outstanding because:

- The childminder does not always offer children a wide range of opportunities to learn about what makes them unique and how they are similar to other people in their lives.
- The childminder does not always make the most of opportunities to teach children that we can share information through text and images, to further promote early reading and writing skills.

## What the setting needs to do to improve further

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

- make the most of opportunities to help children understand the differences and similarities between themselves and others, to further promote their awareness of diversity
- help children to understand that information can be shared and recorded, to further develop their literacy skills in readiness for school.

### Inspection activities

- The inspector observed the childminder's interactions with children and their daily play routines.
- The inspector took account of the written views of parents.
- The inspector and the childminder evaluated a planned activity together.
- The inspector viewed a range of documentation, including policies and procedures, and children's records.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.

### Inspector

Victoria Frost

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly monitors children's progress and evaluates the effectiveness of her teaching, to help children progress well. She makes plans to improve her provision that directly improve the children's experiences and learning. For example, she has rearranged the environment so children have more space to play. She has an effective programme of professional development, for herself and her assistants, which she uses to maintain her good standards of practice. For example, she has recently attended training on supporting all genders of children, to further develop her awareness of child protection issues. Safeguarding is effective. The childminder has a clear understanding of local child protection procedures, including what to do if she is concerned for children's safety.

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

Parents make a positive contribution to their children's development. They help form the initial assessment of their children's skills and the childminder helps them to understand and support their children's progress. The childminder makes regular and precise observations of children's play. She uses these to form accurate assessments of children's development and further challenge their skills. The childminder teaches children about cause and effect and changes over time, and encourages them to predict and explain their thinking. For example, children name the colours added to water and then guess what colour they might change to when they mix together.

### Personal development, behaviour and welfare are good

Children use their active imaginations and develop their creativity as they play. The childminder helps them to choose resources for themselves to support their own play ideas. The childminder keeps risks to children's safety to a minimum and helps them to understand how to keep themselves safe. For example, she reminds children to wear aprons when playing with water and to climb steps safely. Children behave well and receive close care and support from the childminder as they are settling in. The childminder offers plenty of fresh air and exercise and helps children follow good hygiene routines. The childminder has good strategies to help children prepare for changes in their lives, such as feeling ready for school or coping with the arrival of a younger sibling.

### Outcomes for children are good

Children develop good social skills. They learn to take turns and share resources as they play. They develop good physical skills and learn to manage their own needs. For example, they practise putting on their shoes and coats as they go outside. Children develop good coordination skills, such as tipping and pouring, and using ride-on toys. They develop a good understanding of technology, such as how touchscreens work.

## Setting details

<b>Unique reference number</b>	137441
<b>Local authority</b>	Brent
<b>Inspection number</b>	841245
<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 - 2
<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>	7 February 2012
<b>Telephone number</b>	

The childminder registered in 2000. She lives in the London Borough of Brent. The childminder occasionally works with assistants and receives funding for the free early education of two-year-olds. She offers care all year round, each weekday, from 8am to 6pm, although the hours she offers can be flexible. The childminder holds a relevant childcare qualification to level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

