

Childminder Report

Inspection date

9 May 2016

Previous inspection date

14 May 2012

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 childminder provides a welcoming learning environment for children. Children feel comfortable and they settle well into her care.
- Children form strong attachments with the childminder. She sets consistent boundaries for their behaviour to help them feel safe and secure.
- The childminder works in close partnership with parents. She gathers information from parents about the starting points in children's development and ensures that they are fully involved in their children's learning.
- Children are confident learners. The childminder provides a variety of enjoyable and challenging activities to promote their development.
- The childminder effectively uses the skills she has gained, such as through a recognised qualification, to provide age-appropriate learning experiences for the children.
- The childminder reflects on her practice and takes account of parents' and children's views when making plans for improvements.

It is not yet outstanding because:

- Children do not always understand how to use letters and sounds to fully support early literacy skills.
- Children do not have frequent opportunities to fully explore the natural world.

What the setting needs to do to improve further

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

- promote children's use of letters and sounds to enhance their early literacy skills
- provide more frequent opportunities for children to explore nature.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a discussion with the childminder and spoke to children.
- The inspector looked at relevant documentation, such as suitability and qualifications, children's progress records and policies and procedures.
- The inspector took account of the views of parents by reading questionnaires and feedback.

Inspector

Jennifer Forbes

Inspection findings

Effectiveness of the leadership and management is good

The childminder is well organised. She seeks information from parents and shares ideas with other professionals to help her to plan for children's continuous progress. The childminder carefully monitors children's progress and uses approved guidance documentation to help her to identify the next steps in children's learning. The childminder takes positive steps to update her knowledge and skills, such as by undertaking regular training. Safeguarding is effective. The childminder fully understands the procedures to follow should she be worried about the well-being of a child in her care. She carries out regular and effective risk assessments of her premises and on outings. She helps children learn to keep safe, for example, when she involves them in practising regular fire evacuation procedures.

Quality of teaching, learning and assessment is good

The childminder provides activities and experiences that motivate children to learn. She builds on children's interests to make their learning enjoyable. Children freely access a good range of quality resources that stimulates their imagination. For example, children enjoy exploring different aspects of a play kitchen. They pretend to cook food and imagine water coming from a tap to wash their hands. The childminder teaches them new vocabulary and they learn the names of utensils and cooking ingredients. Children pretend to cut a wooden melon in half and recognise the link with a melon they find on their jigsaw puzzle. The childminder promotes children's communication and language development well. She uses conversation and questioning to promote good listening skills.

Personal development, behaviour and welfare are good

Children have fun in the childminder's care. They enjoy playing together and learn to share the toys and resources. Children are confident and self-assured. For example, they dress up in play costumes and demonstrate their musical skills for a visitor to the setting. The childminder praises children often and effectively boosts their self-esteem. She teaches them to become independent and encourages them to make choices and decisions for themselves. The childminder provides children with fresh fruit for their snack and presents fruits in their play resources to promote a healthy diet. She takes children out in the fresh air every day and they develop their physical skills in the local parks and play centres. The childminder helps children to learn about differences in people when they are out in their local community and she provides resources that reflect positive images of others.

Outcomes for children are good

Children make good progress in preparation for school. They have access to a large variety of books and writing materials and develop some literacy skills. They learn mathematical skills of counting and matching and they learn about colours and shapes. Children have endless opportunities to practise their creative skills and they learn about technology.

Setting details

Unique reference number	EY219874
Local authority	Islington
Inspection number	1024517
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	14 May 2012
Telephone number	

The childminder registered in 2002. She lives in Canonbury in the London Borough of Islington. The childminder operates from Monday to Friday, from 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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