

# Childminder Report

**Inspection date**

1 June 2016

Previous inspection date

2 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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

- Children are happy and secure. The childminder forms warm, caring bonds with children. She encourages them to be independent and supports them when needed. They are well behaved, and their emotional well-being and confidence develop well.
- The childminder provides a good range of activities that successfully promotes children's development in all areas. Children develop the skills needed in readiness for their move to school.
- Children have a wide range of opportunities to develop their understanding about other people in the community. For example, the childminder displays posters of people from different cultures while encouraging mutual respect for others.
- The childminder accurately recognises the setting's strengths and seeks the views of others to help her identify areas to improve. For example, she has made changes since the last inspection and now provides an area for children to access drinking water to help promote their health and well-being.

### It is not yet outstanding because:

- The childminder does not always gather enough information from parents about their children's early achievements to help plan what they need to learn next.
- The childminder does not always monitor children's progress consistently to identify those who may need extra help with their learning.

## 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 ways parents provide information about what their children already know and can do, to help staff plan their learning more effectively
- review procedures for checking children's progress to help identify if any need extra help to improve their learning further.

### Inspection activities

- The inspector observed the interactions between the childminder and children.
- The inspector looked at a range of documentation, including safety risk assessments, children's assessment information and the childminder's policies and procedures.
- The inspector held discussions with the childminder about how she reflects on the quality of her service.
- The inspector considered written views of parents.
- The inspector viewed parts of the premises used for childminding.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements policies and procedures to keep children safe. She understands her responsibilities in promoting children's welfare. The childminder knows how to report her concerns if she suspects a child is at risk of harm. She is keen to develop her practice to help her improve outcomes for children. She now sets higher expectations, which has helped her succeed in improving aspects of her provision since the last inspection. For example, she has attended training to help her develop the way she manages children's behaviour.

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

Children confidently choose the resources they want to play with and they concentrate well while they play. The childminder encourages children well during activities. For example, she guides them and shows them how to do things when needed to help them learn how to do things independently. She supports and extends children's mathematical skills well, such as helping them to compare the size of different objects. The childminder works with parents generally well. For example, she updates them regularly about their current learning needs and progress. The childminder works effectively with other early years professionals, such as children's teachers, to help promote a continuous approach to meeting children's ongoing needs.

### Personal development, behaviour and welfare are good

Children behave well. The childminder consistently encourages good behaviour and acts as a positive example in how to treat others. Children eat nutritious foods and learn about healthy lifestyles. The childminder promotes their physical well-being successfully. Children manage their own personal needs well. For example, they wash their hands before eating and learn about the importance of following simple hygiene routines to maintain their good health. The childminder has effective procedures to keep children and the environment safe. For example, she risk assesses children's surroundings regularly to identify and remove any hazards.

### Outcomes for children are good

Children make good progress, given what they know when they start. They develop their fine-motor skills well. For example, they learn to use a pencil with control, while enhancing their writing skills. They learn to recite numbers in the correct order and count accurately. Children listen carefully and speak clearly. They gain secure mathematical, social, personal and communication skills in readiness for their future learning.

## Setting details

<b>Unique reference number</b>	EY420296
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1049401
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 July 2014
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Hackney Wick, in the London Borough of Hackney. The childminder operates her service from 7am to 6pm, Monday to Friday, for 48 weeks per year.

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