

# Childminder Report

**Inspection date**

10 June 2016

Previous inspection date

29 November 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 conducts thorough assessments of children's skills. She plans activities based on her secure knowledge of their needs and interests. Children learn with interest and make good progress.
- The childminder promotes all areas of learning well. For example, children benefit from the childminder's skilful teaching of new vocabulary and speedily develop their language.
- Children enjoy being active. For example, they regularly visit parks and enjoy daily outdoor play, where they benefit from plenty of physical activities.
- The childminder promotes good behaviour. She is a good role model and helps children develop social skills, such as how to share equipment and use their good manners. All children behave well.
- Partnerships with parents are good. Parents regularly share their ideas with the childminder, which she effectively uses to enhance the services she provides for children. She reflects on her practice regularly to improve her role further.

### It is not yet outstanding because:

- At times, the childminder does not use all opportunities to encourage children to explore simple mathematical ideas.
- The childminder misses opportunities to extend children's awareness of technology, to help them explore fully and learn how things work.

## What the setting needs to do to improve further

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

- extend opportunities for children to explore and learn about technology, to promote further their understanding of the world
- use every opportunity to extend children's early awareness of mathematics, to strengthen their skills.

### Inspection activities

- The inspector undertook a tour of the home and the garden.
- The inspector sampled a range of documentation that the childminder completes for children, including records relating to the management of her provision.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of the interaction between the childminder and the children.

### Inspector

Anahita Aderianwalla

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder takes all measures to reduce any risks for children. For example, she assesses her provision and closely supervises children during play and on outings, to ensure their safety. The childminder participates in child protection training. She closely monitors children's well-being and knows the steps to take should any welfare concerns arise. The childminder successfully promotes her professional development and evaluates her practice. She seeks further training as part of developing her already good teaching skills. The childminder makes links with other professionals to promote children's learning and development. Children benefit from good, continuous support.

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

The childminder provides a variety of experiences to strengthen children's learning and expand on their interests. For example, children enjoy creating pictures as they dip vegetables in paint, while learning the names of foods, such as 'okra'. The childminder provides children with well-resourced play areas, and a good balance of planned and spontaneous play. For example, children independently access books and props, to act out stories and nursery rhymes. The childminder regularly shares children's assessments with parents and values their input. Children benefit from the childminder's secure teaching practice to enable them to develop the necessary skills for the future.

### Personal development, behaviour and welfare are good

The childminder is attentive towards children and listens to them with great interest. Children are comfortable, settle swiftly and form strong bonds. The childminder actively engages parents in meeting children's care and emotional needs. She celebrates children's achievements and efforts with praise, effectively boosting their confidence. The childminder teaches children to keep safe. For example, she regularly practises fire drills, so they know what to do in the event of an emergency. The childminder provides healthy balanced meals and teaches children to manage their own hygiene. Children learn about other cultures and develop their social skills well. For example, they enjoy visits to local groups and participate in community events, where they learn to mix with others.

### Outcomes for children are good

Children are settled and they play happily. They make good progress and gain a range of necessary skills in preparation for school. For example, children are learning to share experiences, be enthusiastic learners and talk confidently with their friends and adults.

## Setting details

<b>Unique reference number</b>	137446
<b>Local authority</b>	Brent
<b>Inspection number</b>	836504
<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 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 November 2011
<b>Telephone number</b>	

The childminder registered in 1992. She is located in Cricklewood, in the London Borough of Brent. She provides care from 8am to 6pm and operates her service all year round, apart from some family holidays.

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 2016

