

Childminder Report

Inspection date

14 June 2016

Previous inspection date

31 January 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's personal and emotional skills are developing exceptionally well. Children show that they feel secure in the childminder's care. She is kind and sensitive, and understands how to meet the individual needs of all the children.
- The childminder skilfully supports children's communication and language skills. For example, she encourages children to remember their friends' names with familiar songs, and to retell stories about past events. Children are constantly building on their skills and make good progress from their starting points.
- The childminder has good partnerships with parents. She keeps them well informed about their children's day and progress, such as via email and regular conversations. She ensures parents participate in their children's learning, including how to extend it at home.
- Self-evaluation processes are effective. The childminder welcomes the views of parents and her assistants, to identify and improve aspects of her provision.

It is not yet outstanding because:

- At times, due to the organisation of some daily routines, such as mealtimes, some children become restless and do not benefit fully from the experience.

What the setting needs to do to improve further

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

- review the organisation of some daily routines, in particular to reduce waiting times and to engage all children fully so they continue to benefit from all experiences.

Inspection activities

- The inspector and the childminder discussed the systems that she uses to observe and record children's progress, and the documents used to support her work.
- The inspector completed observations of the children as they engaged in activities with the childminder and her assistants.
- The inspector looked at the rooms and resources the children use.
- The inspector discussed the processes used to monitor and supervise the work of the assistants.
- The inspector discussed how the childminder has met the action and recommendations set at the last inspection.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her role and responsibility in safeguarding children and knows what to do if she has concerns about a child in her care. The childminder is fully committed to improving her childcare service and practice. She effectively supervises her assistants in their practice and encourages opportunities for further training. They all remain up to date in their childcare knowledge, which has a positive impact on the care children receive, including their outcomes for the future. The childminder monitors children's learning well. She ensures that the activities she plans are challenging and meet their learning needs effectively. The childminder knows the professionals to approach to address concerns she may have about children's progress.

Quality of teaching, learning and assessment is good

Children enjoy the time in the care of this childminder and her assistants. The childminder knows how to expand children's learning effectively. For example, while children played, she asked questions about the weather and seasons to encourage them to use their vocabulary and to think about their answers. Children were delighted to tell the childminder that that summer follows spring. The childminder praised them for remembering and extended this further as children identified the flowers that grow in each season, which helped them to develop confidence in their own abilities. Children have good opportunities to learn about the local community, including how to care for living things. For example, they enjoy visiting an allotment to pick fruits and vegetables.

Personal development, behaviour and welfare are outstanding

Children are completely secure and incredibly self-assured in this warm, caring environment. They are confident and ready to explore, play and learn. The childminder is highly sensitive to their needs. Younger children and those who are feeling less sure, turn to her for reassurance and cuddles. The childminder responds with thoughtfulness and kindness. Children are good friends and they show great respect for one another. They know how to share, take turns, and to listen to each other. Older children show a caring attitude to the younger ones; they play well together and display high levels of security. Children learn how to care for themselves, including how to keep healthy. For example, they talk about and name the fresh fruits they are eating, and where they come from.

Outcomes for children are good

Children make good progress, especially in their understanding of numbers. For example, they use their knowledge of mathematics to count the legs on a spider and compare this to the legs on other insects. Children are developing useful skills for their future learning and eventual move to school.

Setting details

Unique reference number	137638
Local authority	Brent
Inspection number	1048697
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	31 January 2013
Telephone number	

The childminder registered in 1984. She lives in the London Borough of Brent. She cares for children all day, Monday to Friday, and operates throughout most of the year. The childminder works with three assistants. She receives funding to provide free early education to children aged three and four years.

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