

Childminder Report

Inspection date	28 October 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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's personal and emotional skills develop well. They are confident, happy and secure in the care of this caring, thoughtful childminder. She is calm and considerate to children's needs, providing children with reassurance whenever they need it.
- The quality of teaching is good. The childminder uses her thorough knowledge of the children to plan exciting and challenging activities to meet their individual needs. Children are ready to learn in the stimulating environment. They show good levels of concentration while constantly building on their skills.
- The childminder keeps her home safe for children and helps them to learn about their own safety. For example, she helps them to understand the house rules and how to safely evacuate the home in case of an emergency.
- The childminder values training and attends courses that help her improve and widen her childcare knowledge. Children's learning and good progress benefit from the childminder's improving skills.

It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of opportunities to encourage children to explore letters and words in different ways to enhance their early reading skills.
- The childminder is still in the process of working with parents to support children's learning fully at home and to help them to understand her role.

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 words and letters to develop their literacy skills as effectively as possible
- build on the already good partnership with parents to keep them better informed about the childminding role and to ensure they are able to contribute to their children's learning opportunities at home.

Inspection activities

- The inspector and the childminder discussed the systems she uses to observe and record children's progress, and the documents she uses to support her work.
- The inspector completed observations of the children as they engaged in activities with the childminder.
- The inspector looked at the rooms and resources the children use.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of child protection matters. She understands how to report any concerns she may have about a child's welfare. The childminder generally has good partnerships with parents. For example, she keeps them well informed about their children's daily experiences. The childminder reviews her practice well and considers how she can improve to benefit the children in her care. For example, she attends safeguarding training to keep her knowledge and skills up to date. This in turn enables her to provide effective systems to keep children safe. The childminder monitors children's progress effectively. She confidently identifies their abilities and plans for what children need to learn next. This includes how she will close any gaps in their learning, so they make good progress from their starting points.

Quality of teaching, learning and assessment is good

The childminder knows the children well. She plans interesting and challenging experiences, which children enjoy as they learn. Children have good opportunities to enjoy creative play. For example, they make a cornflour mixture and choose the food colouring they want to add. Children introduce their favourite animals to the mixture and are fascinated when the feet of the animals change colour. The childminder uses children's interests to extend their learning effectively. For example, she uses their interest in animals to ignite their curiosity in the world around them with a trip to the local zoo, which they recall delightedly, particularly the owls. Children develop good physical skills. For example, they enjoy regular trips to local parks, where they use large play equipment and build confidence in their own abilities and skills.

Personal development, behaviour and welfare are good

Children are happy in the childminder's care. She is sensitive to their needs and offers them comfort and cuddles when they are feeling less sure. The childminder follows children's interests further. For example, she uses stories about animals to help them to understand routines as they settle into school. Children are delighted to sit close to the childminder as she reads stories and choose their favourite toys independently, with her positive support. The childminder has a calm consistent approach to managing children's behaviour. Children behave well and understand how to share and take turns.

Outcomes for children are good

Children develop useful skills that prepare them well for their next steps in learning and eventual move to school. They make good progress and develop their communication and language skills well. For example, children excitedly recall their favourite stories and describe what they can see in the books.

Setting details

Unique reference number	EY475109
Local authority	Islington
Inspection number	1057066
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in the London Borough of Islington. The home is accessed by a lift or stairs. The childminder cares for children all day, Monday to Friday, throughout most of the year.

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