

# Childminder Report

<b>Inspection date</b>	29 November 2016
Previous inspection date	29 November 2013

<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 manages her setting well. She has a clear understanding of her role in supporting children's care and learning. She has effective processes in place for evaluating and monitoring her practice, including children's ongoing progress.
- The childminder provides a welcoming and child-friendly environment, where children feel valued and advance well in their personal, social and emotional development.
- All children make good progress in their learning and development. Overall, they receive good levels of support from this experienced and knowledgeable childminder.
- Children enjoy close relationships with the childminder. They enjoy the caring and warm interactions that they share with her and her co-childminder.
- The childminder works well in partnership with parents and they are fully involved in their children's learning. For example, the childminder encourages them to share their children's achievements from home and she builds on these well within the setting.

### It is not yet outstanding because:

- At times, the childminder does not adapt her teaching techniques, such as during group-based activities, to accommodate the differing learning needs of some children.
- Occasionally, the childminder does not give children sufficient time and space to respond to questions or share their ideas fully, particularly before intervening.

## What the setting needs to do to improve further

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

- consider the differing learning needs of individual children, particularly when planning group activities, to help strengthen their progress
- give children more time to respond to questions and develop their critical thinking skills.

### Inspection activities

- The inspector observed the quality of interactions between children and the childminder as they engaged in activities.
- The inspector engaged in discussions with the childminder at appropriate times throughout the inspection.
- The inspector looked at various documents, including children's records, suitability records for adults and the childminder's qualifications.
- The inspector considered feedback from parents and took account of their views.
- The inspector and the childminder observed and engaged in discussion about children as they played.

### Inspector

Samantha Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibility to safeguard children. She has a clear understanding of child protection procedures and guidelines, including recognising signs and symptoms that may cause concerns, and the procedures for making a referral. She works well with her co-childminder to evaluate her practice and manage her performance and professional development. This has enabled her to maintain teaching standards and provide a good quality setting, where she continues to achieve positive outcomes for children.

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

The childminder supports children's learning well. Overall, she applies her good teaching skills to help extend children's knowledge, interest and understanding. Children have opportunities to learn about different concepts. For example, the childminder engages in activities where she encourages them to count, identify colours and use different creative materials. Children enjoy engaging in art and craft activities. They draw, explore making marks, and learn to handle scissors correctly. The childminder observes children as they play and generally uses her findings to assess their needs and plan for their next steps in learning.

### Personal development, behaviour and welfare are good

Children behave well. They listen and respond well to the clear explanations provided by the childminder. They develop a good understanding of right and wrong and an awareness of safety. Children learn to make decisions for themselves. The childminder supports children's good health well. For example, she encourages children to adopt good hygiene practices, such as regularly washing their hands, and she provides healthy choices for meals and snacks. Children have regular opportunities to take part in physical activities and engage in outdoor play. For example, they go out on regular walks and play in open spaces where they can run, jump and explore the available space.

### Outcomes for children are good

Children make good progress. They are achieving fundamental skills to support their future learning, including their preparation for school. For example, children listen attentively to the childminder read, and they learn to recognise letters and the sounds they represent, which supports their early literacy skills. Children feed themselves independently and sometimes participate in the preparation of meals and snacks.

## Setting details

<b>Unique reference number</b>	EY456686
<b>Local authority</b>	Islington
<b>Inspection number</b>	1063202
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	29 November 2013
<b>Telephone number</b>	

The childminder registered in 2013. She works with another registered childminder from the co-childminder's home in Drayton Park, in the London Borough of Islington. The childminder provides care Monday to Thursday from 8am to 4pm, throughout most of the year. The childminder holds a relevant qualification in childcare at level 3.

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