

# Childminder Report

<b>Inspection date</b>	30 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 provides a warm and homely environment where children thrive. They build strong attachments to her and settle well into her care. Children's behaviour is good and the childminder sets consistent boundaries that help them to feel safe, confident and secure.
- The childminder works effectively in partnership with parents. She obtains detailed information from parents when children first join her setting. She involves parents in planning for the next stages in their children's learning and shares ongoing information with them about their progress.
- The childminder uses the skills gained through her qualifications, training and experience well to provide interesting and challenging activities for children that support their development well.
- The childminder reflects on her practice and evaluates the activities she provides. She takes account of the views of parents and children when planning for improvements to her setting.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to encourage children to do things for themselves and become more independent.
- At times, the organisation of activities does not successfully encourage younger children to explore the resources available and to fully join in.

## What the setting needs to do to improve further

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

- increase opportunities for children to do things for themselves and further develop their skills of independence
- review the organisation of some adult-led activities to make it easier for younger children to explore the resources on offer and gain the most from the experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the learning outcomes of a planned activity with the childminder.
- The inspector held discussions with the childminder and spoke to children.
- The inspector took account of the views of parents by reading written testimonials.
- The inspector looked at relevant documentation, such as self-evaluation, children's developmental records, evidence of suitability checks and qualifications, policies and procedures.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the way young children learn. She provides a range of experiences that help them make good progress. She works closely with other settings that children attend to provide consistency and continuity. The childminder is alert to any gaps in children's learning and works with parents and relevant professionals to ensure their continued progress. Safeguarding is effective. The childminder is fully aware of her responsibility to protect children. She is familiar with the local authority procedures and regularly updates her knowledge. The childminder is keen to develop her knowledge and skills and has precise plans to further her professional development. The childminder sometimes works with assistants and has suitable arrangements in place to ensure they are fully aware of their individual roles and responsibilities.

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

The childminder assesses children's progress carefully and works with parents to accurately identify the next stages in their development. She supports children's growing communication and language skills well. For example, she engages children in conversation and asks them questions to stimulate their thinking. The childminder plans structured activities to support particular areas of children's learning. For example, they make brightly coloured dough together and incorporate herbal teas for children to experiment with different smells. The childminder takes account of children's interest in cars and helps them to push their cars through the dough, showing them how to make tracks of different sizes.

### Personal development, behaviour and welfare are good

The childminder fully understands children's needs. She teaches children good hygiene practices, for example, they learn to wash their hands before meals. The childminder teaches children about foods that are healthy. She takes children out every day to ensure they have fresh air and exercise. She has good facilities in her garden for physical play and other learning and uses these well. Children find out about the wider world, for example, through good quality books and resources. They take trips into the local community where they socialise with others. They learn how other people are similar to and different from themselves and experience different challenges.

### Outcomes for children are good

Children are very enthusiastic learners. For example, as they watch steam rising outside the window, they compare it to steam from trains and make 'choo choo' sounds. Children learn to count from a young age and they match simple words to pictures. They choose their own writing materials and make marks. Children make good progress and learn skills that help them to move on in their learning in readiness for school.

## Setting details

<b>Unique reference number</b>	EY460561
<b>Local authority</b>	Islington
<b>Inspection number</b>	1063413
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<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 lives in Canonbury in the London Borough of Islington. The childminder operates from Monday to Friday, 8am until 6pm, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3. The childminder occasionally works with assistants.

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