

# Childminder Report

**Inspection date**

8 December 2016

Previous inspection date

20 February 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 observes what children can do and uses her knowledge of children's interests to plan a good range of activities that support their development well. Children make good progress in their learning.
- Children's communication skills are developing well. For example, the childminder talks to the children in their home language, particularly to support those children who speak English as an additional language. She introduces new words in English to support their developing vocabulary.
- Children are happy, settled and explore freely and confidently. The childminder knows how to help them feel safe and secure to support their emotional well-being. Children are kind, use good manners, cooperate well with one another and behave well.
- Children form close relationships with the childminder, who is attentive and responsive to their individual needs.
- The childminder evaluates the effectiveness of her service accurately and obtains the views of the children and their parents. This has led to improvements in her service.

### It is not yet outstanding because:

- The childminder misses opportunities to gather more information from parents about their children's learning at home.
- The childminder does not make the most of opportunities to enhance children's understanding of mathematical ideas and language.

## 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 greater information sharing between parents, to support further children's learning at home
- make better use of the opportunities available to extend children's understanding of mathematical ideas and language.

### Inspection activities

- The inspector observed the interactions between the childminder and the children in her care.
- The inspector held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at a range of documentation, such as assessments of children's learning, policies and procedures, and evidence of the suitability checks of the childminder and household members.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector took into account the views of parents through written testimonials and responses to questionnaires.

### Inspector

Laxmi Patel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe from harm and who to contact should she have a concern about a child's safety or welfare. The childminder regularly monitors the progress the children make and identifies where there are gaps in their learning and development. She provides appropriate support to help them achieve and uses the expertise of other professionals. The childminder accesses some training to update her skills and welcomes the support of the local authority to allow her to offer children the best possible outcomes.

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

The childminder observes children's development well. She assesses what children know and can do and plans purposefully for the children's next steps in learning. Children engage well in role play opportunities, such as using the broad range of props to act out roles where they link their pretend play to their own experiences. For example, they pretend to put babies to bed and make sure they are well wrapped up. Children enjoy experimenting with a variety of materials. For example, they have fun pressing, prodding and moulding dough to make a snowman. The childminder encourages them to use tools and rollers to create patterns. Children's interest in early reading is supported well, such as through the provision of a quality range of books. Children use language well to share experiences and respond to the childminder's questions.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder models good manners and praises children when they respond accordingly. The setting is well organised and offers easily accessible resources, where children learn to be independent and follow routines. For example, they know to put toys away before they get out something different. The childminder supports children's physical and social skills effectively. For example, she takes children to local parks and toddler groups, where they regularly meet other children to play. They learn about one another's differences, such as exploring different celebrations. Children have an emerging sense of risk. For example, during play they learn how to strap the 'baby' into a pushchair to prevent any accidents.

### Outcomes for children are good

Children are happy and show high levels of confidence. They use their imagination well. For example, they enjoy playing with cars and trains on the floor, and imitate the sounds the vehicles make. Children develop their concentration and remain engaged in activities. They communicate their needs clearly and learn to manage their own feelings. Overall, children develop the necessary skills for their future learning, including for school.

## Setting details

<b>Unique reference number</b>	137686
<b>Local authority</b>	Brent
<b>Inspection number</b>	1061415
<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 - 2
<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>	20 February 2013
<b>Telephone number</b>	

The childminder registered in 1997. She lives in Kenton, within the London Borough of Brent. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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