

# Childminder Report

**Inspection date**

5 January 2017

Previous inspection date

25 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 development is progressing well. The childminder knows and understands their individual needs, which she meets successfully. Children show they feel very secure, confident and happy in her care.
- The childminder's home is safe. Children move around with confidence, making use of the space to extend their creative skills and develop their imagination.
- Children make good progress from their starting points. The childminder plans a range of activities that meets their learning needs and closes any gaps in learning. Challenging activities ensure children have fun as they learn.
- The childminder values training. For example, she looks for and attends relevant courses and shares good practice with other professionals, to broaden her knowledge and consistently improve children's care and learning opportunities.

### It is not yet outstanding because:

- The childminder is still in the process of working with parents to support children's learning fully at home and to help them to contribute to her childcare provision.
- Sometimes, the childminder does not fully encourage children to explore their early reading skills.

## What the setting needs to do to improve further

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

- increase opportunities to include and use parents' ideas to help develop the childcare provision even further and to ensure they are able to contribute to the learning opportunities for their children at home
- extend opportunities for children to explore words and letters to encourage their literacy development as well as possible.

### Inspection activities

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

### Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends relevant training and has a good understanding of her role in protecting children. She knows the procedures to follow and the relevant professionals to contact if she has any concerns about a child's welfare. The childminder reviews her own work and practice and keeps her knowledge and skills up to date. Overall, the childminder has successful partnerships with parents, for example, keeping them informed of their child's daily experiences. The childminder assesses children's progress successfully and uses this information to identify what children know, how they learn and their interests. Her successful teaching methods help her to close any gaps in their learning.

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

The childminder knows the children well. She uses her assessments to ensure the activities challenge the children and help them make good progress. For example, she teaches them about colours while they paint. The children talk about the colours of the paint and the tools they are using to make marks on the paper. The childminder makes learning fun; for example, she pretends she has forgotten the colour, asking the children to help her remember. The childminder knows that the children like animals and ensures they are available to play with. The childminder successfully extends play with animals to help children to recall past events. For example, they talk about a trip to the zoo while looking at the map of the zoo and talking about the animals they could see on the map. Children excitedly talk about their favourite animal.

### Personal development, behaviour and welfare are good

Children are happy in the childminder's care. They settle with ease and are emotionally secure. The childminder is sensitive to the needs of the children, understanding when they are hungry and tired. The children are pleased to choose books and listen to stories. The childminder uses stories well, such as to develop children's understanding of the world around them and a healthy lifestyle. For example, a book about the farm leads to a discussion about where milk comes from and which vegetables grow underground. The childminder uses high levels of praise and encouragement, helping children to feel confident in their own abilities. Children learn about showing kindness to each other and how to share.

### Outcomes for children are good

Children are making good progress from their starting points. They develop good skills in language and communication and enjoy solving problems. For example, they understand how magnets move objects and how to count the rings attached to the magnet. Children develop useful skills for their future learning and for their move to school.

## Setting details

<b>Unique reference number</b>	102144
<b>Local authority</b>	Camden
<b>Inspection number</b>	1078915
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	25 February 2016
<b>Telephone number</b>	

The childminder registered in 2000 and lives in the London Borough of Camden. She cares for children all day on Monday to Thursday, throughout most of the year.

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