

Childminder Report

Inspection date

16 February 2017

Previous inspection date

28 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- All children make good progress from their starting points. The childminder has a good knowledge and understanding of how children learn and develop. She regularly completes observations and assessments of the children's progress.
- The childminder and her assistants are warm and affectionate towards the children. Children settle well and form strong attachments. This helps them to feel safe.
- The childminder uses children's interests to help motivate them to learn. The childminder and her assistants are close by to support their play and they know each child well. The childminder plans a range of exciting activities, in which children happily participate.
- Children use good manners and play nicely together. They share, take turns, and learn to be respectful and to consider the needs of others. Children's behaviour is good.
- Partnerships with parents are good. Parents have many opportunities to be involved in their children's learning. This helps to create a shared approach to their learning and ensures children's needs are met.

It is not yet outstanding because:

- The childminder does not consistently make the most of all opportunities to further extend children's language and communication skills.
- The childminder does not consistently use assessment information to precisely monitor children's progress across all areas of learning.

What the setting needs to do to improve further

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

- make greater use of opportunities to further extend children's language and communication development
- develop the assessment system further to more precisely and consistently monitor children's progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector held a meeting with the childminder and spoke to her assistants and children.
- The inspector looked at relevant documentation, such as children's records, policies and procedures, evidence of suitability checks and qualifications.
- The inspector reviewed the feedback provided by parents during the inspection and took account of their views.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the importance of safe recruitment procedures when employing new assistants. She carefully monitors their practice and keeps their knowledge up to date. Safeguarding is effective. All adults fully understand their responsibility to protect children and know the procedures to follow if they have any concerns about the children's welfare. The childminder works closely with other professionals, such as school teachers, to help ensure that children's care, learning and development are supported well. The childminder evaluates the service she provides. She involves parents in this process to help her identify areas she can improve further.

Quality of teaching, learning and assessment is good

Children enjoy their time at the childminder's home. They access two well-resourced playrooms. Children play imaginatively, preparing meals for their friends. Mathematical learning is introduced throughout play. Children play matching games and the childminder and her assistants help them to count and learn about colour. Children are able to express their creative and imaginative skills. For example, their fascination for dinosaurs is encouraged during a creative activity. This is cleverly extended by the childminder. For example, children are introduced to words, such as 'tyrannosaurus' and 'stegosaurus'. Children who are learning English as an additional language are supported well. For example, the childminder learns words from children's home languages to support their understanding.

Personal development, behaviour and welfare are good

Children are confident and have high levels of self-esteem. They demonstrate that they feel safe and secure. Children are supported to develop healthy practices. They visit the local parks and go on daily walks, exercising and enjoying fresh air. In addition, the childminder supports their physical development, such as by discussing healthy food and encouraging children to eat well. Children have good opportunities to develop positive attitudes to their own culture, faith, and those of others in the wider community. For example, children access a good range of resources that show positive images of diversity in the learning environment. The childminder encourages parents to come in to talk and share their culture and religion with the children.

Outcomes for children are good

All children enjoy a wide range of activities and experiences. Children have plenty of opportunities to develop skills in early literacy. For example, they practise making marks with paint and learn about letter sounds during story time. Children are confident and are developing good social skills. They gain the skills that prepare them for future learning, and in readiness for school.

Setting details

Unique reference number	402691
Local authority	Islington
Inspection number	1068581
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	28 April 2014
Telephone number	

The childminder registered in 2001. She lives in Highbury in the London Borough of Islington. The childminder operates her service on Monday to Saturday from 6am to 7pm, for 47 weeks of the year. She works with a number of assistants.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

