

# Childminder Report

## Inspection date

20 February 2017

Previous inspection date

18 July 2014

<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

- Children make good progress in their learning. The childminder understands how children of different ages learn best and plans a variety of activities based well on their needs and interests.
- The childminder supports children to be independent. For example, children enjoy taking on the responsibilities of small jobs. She encourages children to try things out for themselves and they develop many of the skills they need for school.
- The childminder values the importance of keeping her skills and knowledge up to date, for example through attending relevant training, to enhance outcomes for children.
- The childminder is kind and caring towards children in her setting. She makes their emotional well-being a top priority and supports them to feel safe and secure.
- Children behave well and they form friendships with one another. The childminder is a good role model and encourages children to make positive choices.

### It is not yet outstanding because:

- The childminder has not made the most of opportunities to gather feedback from parents about the service she provides. She does not fully take account of their views when evaluating and reflecting on her provision.
- The childminder does not fully investigate children's abilities to communicate in their home language to inform her ongoing assessments of their progress.

## What the setting needs to do to improve further

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

- develop even further the use of self-evaluation to include the views of parents more fully
- explore ways to get precise information about children's communication development in their home language to accurately assess their all-round learning and help target teaching even more effectively.

### Inspection activities

- The inspector observed the childminder's teaching during a range of activities and reflected the quality of activities taking place.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, including the childminder's policies and the children's learning records.
- The inspector reviewed parents' written feedback made available during the inspection and spoke to parents to gain their views on the setting.

**Inspector**  
Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a confident understanding of how to keep children safe from harm. She implements effective policies and procedures and knows who to contact for support should she have any concerns about children's welfare. Overall, partnerships with parents are effective. The childminder shares information regularly with them about children's progress and parents speak favourably about her service. The childminder makes strong links with other professionals involved in children's care. For example, she shares information with other settings children attend to ensure consistency in children's experiences. In general, the childminder monitors children's progress over time effectively and uses this to plan for their sustained progress.

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

The childminder is committed to ensuring children receive a good quality early education. She has a strong knowledge of the curriculum and plans an effective balance of adult-directed activities and child-initiated play opportunities. The childminder helps children develop their creativity well. For example, children enjoy making sound shakers with collage materials. The childminder encourages children to follow their own ideas and develop their problem-solving and early mathematical skills. For example, children count out the plates they need for lunch to make sure there are enough for the number of children present that day. The childminder supports children's physical development well. For example, children learn how to use scissors skilfully.

### Personal development, behaviour and welfare are good

Children settle well in the childminder's welcoming and homely setting. The childminder forms close bonds with children and gains information from parents on children's health and medical needs. For example, she has up-to-date plans to manage any known allergies children may have. The childminder helps children learn about living a healthy lifestyle. She offers children a variety of nutritious meals and ensures children are active and spend time outdoors each day. For example, they visit the local parks and soft-play centres, and use the childminder's newly renovated garden. The learning environment is safe and organised well. The childminder uses thorough systems for risk assessment to minimise potential hazards and teaches children about their personal safety.

### Outcomes for children are good

Children are confident and motivated to explore their environment, asking questions to make sense of the world around them. Children develop their focus and attention well, persevering with tasks for extended periods. Children show an interest in books and begin to develop their early literacy skills. For example, older children learn how to write their names. Children are well prepared for future learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY435681
<b>Local authority</b>	Islington
<b>Inspection number</b>	1071451
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 July 2014
<b>Telephone number</b>	

The childminder registered in 2011. She lives in the London Borough of Islington. The childminder operates Monday to Friday, 9am to 6pm, for most of the year. She is in receipt of funding for free early education for eligible two-year-olds.

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Piccadilly Gate  
Store St  
Manchester  
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