

# Childminder Report

## Inspection date

3 March 2017

Previous inspection date

18 December 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                |                         | Outstanding | 1        |
| 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 is highly committed and enthusiastic in her role. She has an excellent understanding of how to work collaboratively with her assistants and offers a high level of supervision and support. The childminder ensures both herself and her assistants have regular opportunities for professional development, to further enhance their skills.
- Partnerships with parents are exceptionally strong. The childminder and her assistants form positive relationships with parents to ensure consistency in children's learning and care.
- Children make good progress in their learning and are well prepared for school. The childminder has a highly effective system for precisely monitoring children's ongoing development, to ensure she quickly addresses any potential gaps in their learning.
- Children are confident, happy and curious to test out their ideas. Children behave well. The childminder and her assistants are good role models for children, supporting children's understanding of how to respect others' wishes and form friendships.

### It is not yet outstanding because:

- On occasion, the childminder does not consider ways to support younger children to access some activities fully, to help extend their play ideas and ability to make choices.
- The childminder does not make the most of opportunities to extend older children's interest in exploring books, such as independently or sharing with others.

## What the setting needs to do to improve further

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

- consider the way that some activities are arranged, in particular to offer younger children greater opportunities to freely take part
- increase opportunities for older children to pursue their interest in exploring books, to extend their early literacy and independent learning skills.

### Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with the childminder and one of her assistants 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 checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

### Inspector

Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The childminder and her assistants are experienced, passionate and reflective. The childminder has strong systems in place to monitor the quality of her provision, including the views of others. She has successfully acted upon recommendations set at the last inspection and has high aspirations for continued development. Safeguarding is effective. The childminder has an up-to-date and in-depth knowledge of her responsibility to keep children safe. She implements clear child protection policies and has excellent vetting procedures, which include carrying out thorough checks on all staff. For example, she keeps parents informed of changes to her setting and sends letters to advise parents of her new assistants' suitability checks. The childminder links with other professionals remarkably well and knows who to contact for support and advice.

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

The childminder and her assistants interact skilfully with children. They extend their language and communication well, and model speech clearly. For example, they help children as they join in and eagerly sing familiar rhymes and action songs. Overall, the childminder provides an exciting range of activities that engage children. She is generally confident in her knowledge about children's current stages of development and plans relevant next steps for each child. The childminder and her assistants make detailed observations of children's achievements, which they share with parents regularly. The childminder encourages children's creativity well. For example, children use their senses to explore a tray of dry hay and wet pasta, comparing the texture differences.

### Personal development, behaviour and welfare are good

Children gain a sense of belonging in the childminder's welcoming and nurturing environment. They show that they feel safe and secure, and form close bonds with the childminder and her assistants. The childminder builds good links from home to the setting. For example, children enjoy pointing at pictures of their family on the wall. The childminder has a confident understanding of supporting children's healthy lifestyles. For example, she provides a range of nutritious home-cooked meals and ensures children follow hygienic daily routines. The childminder helps children to be active and develop their physical awareness and coordination. For example, she makes good use of her garden and encourages children to tackle new challenges, while taking calculated risks.

### Outcomes for children are good

Children are motivated to learn about the world around them and show an interest in different materials. For example, they excitedly use construction toys to build towers with blocks. Older children develop good physical motor skills and learn to climb equipment. All children develop strong social skills in preparation for their eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 102112  |
| <b>Local authority</b>             | Camden  |
| <b>Inspection number</b>           | 1070033   |
| <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 - 3   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 8   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 18 December 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2001. She lives within the London Borough of Camden. The setting operates Monday to Friday, from 8am until 6pm, all year round. The childminder is registered to work with three assistants, one of whom holds a relevant qualification as a teaching assistant at level 3. The childminder holds a childcare qualification at level 3.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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