

# Childminder Report

<b>Inspection date</b>	9 March 2017
Previous inspection date	15 October 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 has a good understanding of how children learn and develop. She provides a wide range of activities, and children are motivated and confident to explore. All children make good progress from their initial starting points.
- The childminder supports children's good behaviour. She gives them clear guidance and recognises their achievements. Children know to be kind and to share. They are polite, tolerant and respectful.
- The childminder has established good partnerships with parents. They are well informed about their children's progress and are supported to continue their children's learning at home.
- The childminder is committed to improving her skills and knowledge through professional development. For example, ideas from literacy training, such as making scrapbooks of pictures and words, have had a positive impact on children's learning.

### It is not yet outstanding because:

- Occasionally, the childminder does not allow children sufficient time to process their thoughts and ideas, and respond to the questions she asks.
- The childminder does not use every opportunity to develop links and share information with other settings that children attend, to fully support continuity in their care and learning.

## What the setting needs to do to improve further

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

- give children more time to think through their ideas, process their thoughts and respond to the questions they are asked
- build on partnerships with other settings children attend, to share information about children's learning.

### Inspection activities

- The inspector observed the quality of the childminder's teaching during a range of activities, and assessed and discussed the impact activities have on children's learning.
- The inspector checked a sample of documentation, including children's learning records, safeguarding records and a selection of certificates and policies.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She also accompanied the childminder on a walk into the local environment.
- The inspector took into account the views of parents from written feedback.

### Inspector

Julie Swann

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps up to date with changes in child protection legislation. She understands the procedures to follow should she have concerns about a child's welfare. The childminder keeps children safe and secure. For example, she minimises any potential risks and hazards, to ensure children play and learn in a safe environment. The childminder helps children achieve well. She monitors and tracks their progress, and interventions are quickly put in place to close gaps in children's development. The childminder uses her early years qualification well to support children's learning. She regularly reviews the quality of her setting and identifies areas for further development. She has addressed the recommendations raised at her last inspection and maintained children's good outcomes. For example, children now have plenty of opportunities to make their own discoveries.

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

The childminder undertakes regular observations and assessments of children's learning. She uses this information to plan activities based on children's individual learning needs. Overall, the childminder supports children's language development well. For example, she introduces children to new vocabulary, such as 'octopus' and 'tentacle'. The childminder encourages children to be imaginative. For example, they giggle as they pretend to be chased by a 'monster' and fill their cars with 'petrol'. The childminder provides children with many opportunities to develop their early reading skills. For example, children enjoy looking at books and they listen attentively when the childminder reads to them. They are beginning to recognise written words, sounds and letters.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional well-being and sense of belonging successfully. She is caring and children are happy in the childminder's care. She supports children's understanding of healthy lifestyles. For example, she encourages regular hand washing and teaches children about food that is good for them. The childminder provides children with many opportunities to be physically active and develop their understanding of the world. For example, they enjoy daily outside play and visit local parks and train stations. She supports children's understanding of their similarities and differences. For example, they explore activities linked to festivals, such as Diwali and Easter.

### Outcomes for children are good

All children gain the skills and knowledge they need for the next stage in their learning, including school. Children are independent, sociable and confident. They develop a good awareness of mathematical language and concepts. For example, they solve problems while building and are eager to count, sort and match.

## Setting details

<b>Unique reference number</b>	137663
<b>Local authority</b>	Brent
<b>Inspection number</b>	1084974
<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 - 5
<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>	15 October 2013
<b>Telephone number</b>	

The childminder registered in 2000. She lives in the London Borough of Brent. The childminder works from 7.30am to 7pm on Monday to Friday, excluding bank holidays. She holds an early years qualification at level 3.

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