

Childminder Report

Inspection date

22 May 2017

Previous inspection date

31 March 2015

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

- Children develop warm relationships with the childminder, who is responsive to their needs. She helps to foster children's well-being.
- The childminder provides an interesting range of toys and activities that engages children well. Children make good progress from their starting points.
- The childminder regularly offers children experiences in the local community to develop their social skills and build friendships.
- Children's behaviour is good. They learn to respect others and their environment.
- Partnerships with parents are good. The childminder uses a range of methods to involve them in their children's care and development, which helps to provide a consistent approach to children's learning.
- The childminder works effectively with external professionals and agencies that help to achieve good outcomes for children.
- The childminder reflects on her practice and identifies areas for improvement. She gains the views of parents and children to help develop her practice further.

It is not yet outstanding because:

- The childminder does not consistently maximise opportunities for children to learn about differences in society beyond their own family.
- Occasionally, the childminder does not talk to children about their ideas during activities to fully extend their thinking and problem-solving skills.

What the setting needs to do to improve further

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

- extend the range of experiences to help children to learn about differences in society beyond their own family
- build on children's ideas during activities to extend their thinking and problem-solving skills.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector carried out observations of teaching practice and discussed these with the childminder.
- The inspector held discussions with the childminder to assess her knowledge of the statutory requirements.
- The inspector reviewed some of the childminder's documents and policies.
- The inspector spoke with children, read feedback from parents and took their views into account.

Inspector

Mary Butler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the procedures to follow if she has concerns about a child's welfare. She knows how to minimise risk so that children can play safely. The childminder has a good understanding of the regulatory requirements and reads relevant information to update her knowledge. She also reviews her practice to identify areas for development that help to maintain good outcomes for children. For example, she has attended training to gain a deeper understanding of younger children's development, which has enhanced her teaching practice.

Quality of teaching, learning and assessment is good

The childminder understands how children learn and develop and knows those in her care very well. She uses her observation and assessment skills effectively to plan for each child's next steps in learning. Children are encouraged to choose their own play. The childminder joins in and follows their lead. She helps to support children's communication and language development, for example, by modelling vocabulary during play. Children enjoy interesting practical activities, such as helping to cut peppers and tomatoes while learning how to make pizzas. The childminder helps children to develop early mathematical skills. For instance, she guided them to count each spoonful of flour into the bowl when making pizza dough.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment where children are motivated to explore and learn. Settling-in routines are flexible for families and the childminder gains relevant information from parents about their children from the outset. She uses this to provide continuity for children's well-being. The childminder uses everyday opportunities to build children's awareness of personal safety. For example, she practises road safety skills with them when they go out. Children develop a good understanding of healthy lifestyles. They enjoy regular visits to local parks for fresh air and exercise. The childminder talks to children about the benefit of nutritious snacks while they enjoy a selection of fresh fruits.

Outcomes for children are good

Children learn an important range of skills that prepares them for the next stage of learning and for their eventual move on to school. For example, children engage in activities to develop early mathematical and literacy skills. Children also concentrate well and persevere at activities. They are confident about their abilities and happy to invite adults to join in their play and learning. Children develop independence by taking responsibility for routine tasks, such as helping to tidy away after activities have finished.

Setting details

Unique reference number	137502
Local authority	Brent
Inspection number	1089561
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	31 March 2015
Telephone number	

The childminder registered in 1995. She lives in the London Borough of Brent. She operates weekdays between 8am and 6pm, throughout the year. The childminder receives funding to provide free early education for children aged three and four years.

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