

Childminder Report

Inspection date	13 June 2017
Previous inspection date	11 June 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

- The childminder is experienced and well qualified. She makes the most of opportunities to update her knowledge and keep her teaching skills fresh. For example, she uses her degree in childhood studies and other professional development opportunities to improve children's learning.
- The childminder forms effective partnerships with parents, to regularly exchange information on the children's learning and development, and helps parents support their children's learning at home. Parents are highly complimentary about the quality of the care provided.
- Children settle in well and develop close and trusting relationships with the childminder. They show a strong sense of belonging as they confidently move around her home.
- The childminder observes children closely and accurately monitors their development. She makes effective use of what she knows to plan for children's individual learning needs. Children, including those for whom the childminder receives funding, make good progress from their starting points.

It is not yet outstanding because:

- The childminder does not make full use of opportunities to build on children's personal skills.
- Occasionally, the childminder misses chances to introduce counting during everyday activities and routines.

What the setting needs to do to improve further

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

- increase opportunities for children to manage their own personal care, to further support their emerging independence
- make the most of all opportunities to introduce counting to children, to strengthen their awareness and understanding of numbers.

Inspection activities

- The inspector observed a range of indoor activities and discussed some of these with the childminder, to assess the quality of teaching and its impact on children's learning.
- The inspector had discussions with the childminder at various points throughout the inspection.
- The inspector spoke to children during the inspection and considered their views and experiences.
- The inspector looked at a sample of documentation.
- The inspector held discussions with some of the parents and considered their views along with other parents' written feedback.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The childminder is ambitious and strives to achieve a high-quality provision. She monitors and reflects effectively on the quality of her service. Where she identifies areas for improvement, she considers how this will benefit the children in her care. For example, she has changed the way resources are stored so that children can choose what to play with. As a result, children are confident in accessing toys and equipment to extend their play and learning. Safeguarding is effective. The childminder knows the procedures to follow should she have concerns about a child's welfare. She ensures that her home is safe and follows good hygiene routines to benefit children's health.

Quality of teaching, learning and assessment is good

The childminder is highly enthusiastic when she joins in with children's play. She supports children's engagement in activities effectively. For example, she encourages them to have a go at new things and to keep trying when tasks are challenging, to help them become confident and resilient learners. Children develop their imaginations well. For instance, they acted out a role-play scenario which involved making cups of tea and caring for dolls. Children begin to learn about cause and effect. For example, they discovered that they could create different sounds and effects by pressing buttons or pulling levers on electronic toys. This helps to support their understanding of the world.

Personal development, behaviour and welfare are good

The childminder encourages children to develop healthy lifestyles. For example, she provides nutritious, home-cooked meals and fresh fruit for snacks. Children enjoy regular fresh air and exercise. For instance, they visit nearby parks and open spaces. The childminder calmly and consistently explains to children what is expected of them. She teaches them important social skills, such as sharing and taking turns. Children enjoy plenty of opportunities to develop these skills further. For example, they meet up with other childminders and visit local playgroups, where they socialise with lots of different children. Children's behaviour is good.

Outcomes for children are good

Children are confident and curious, and show a keen interest in learning. They develop a good range of skills in readiness for the next stages in their education, including starting school. Children develop their physical abilities well. For example, they fitted together puzzle pieces and made a range of marks using crayons and pencils. Children develop positive relationships with each other. They cooperate during their play to enhance their enjoyment of activities. For instance, they had great fun as they took turns to push each other around on a ride-on car.

Setting details

Unique reference number	101981
Local authority	Camden
Inspection number	1088881
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	11 June 2015
Telephone number	

The childminder registered in 1992 and lives in the London Borough of Camden. She provides care all day on weekdays throughout most of the year. The childminder receives funding for the provision of free early education for children aged two years. She has a relevant qualification at level 6.

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