

Childminder Report

Inspection date

26 September 2017

Previous inspection date

19 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 offers children a good-quality early education. She implements effective policies and procedures and has improved her setting since the last inspection.
- The childminder keeps her knowledge and skills up to date and values the importance of ongoing professional development. For example, she has attended training on how best to support two-year-old-children, which has enhanced this area of her practice further.
- Children are happy and curious to investigate their surroundings. They show enthusiasm to take part in the activities planned by the childminder, and they sustain high levels of concentration on tasks of interest. Children make good progress in their learning.
- The childminder teaches children about the importance of living a healthy lifestyle. She gives them opportunities to be active and to learn outdoors. The childminder provides a range of healthy and balanced meals, which children enjoy together.
- The childminder supports children to be creative and explore their senses. She encourages children to test out their ideas during play. For example, children excitedly explore cornflour, investigating the feel of the mixture as they add more water.

It is not yet outstanding because:

- The childminder has not gained all possible information from the staff at settings that children already attend, to help her support children fully at her setting.
- The childminder has not fully embedded the process of self-evaluation, to include the views of parents effectively and help her to plan for continued success.

What the setting needs to do to improve further

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

- strengthen systems to identify what children know and can do when they start, to include information from other settings they attend, to help plan for children's individual needs
- build upon systems for self-evaluation, to include the views of parents more fully, to help identify possible areas for improving the provision further.

Inspection activities

- The inspector observed the children's play and the childminder's teaching during activities, which included accompanying the childminder to a nursery to collect children.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of 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.
- The inspector reviewed parents' written feedback and spoke with a parent to gain their views on the childminder's service.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in her role to protect children and knows how to respond to any concerns regarding children's well-being. She understands her responsibility to link with relevant agencies that support children's welfare. Overall, the childminder forms effective relationships with parents and gives them opportunities to contribute to children's ongoing learning. The childminder makes links to children's experiences outside of her setting. For example, children enjoy looking at photographs of their families taken on their birthday, with the childminder. The childminder successfully monitors the progress children make over time. She shares information with parents and works in collaboration with them, to identify next steps for children's learning.

Quality of teaching, learning and assessment is good

The childminder supports children well to develop their communication skills. She models language clearly in English and supports children's home language where possible. For example, she talks with Arabic-speaking children in their mother tongue during activities. The childminder plans a variety of interesting activities. She supports children's awareness of the wider world. For example, they enjoy a walk to the local nursery where children stop to identify and count birds, which supports their early counting skills. Children gain good physical skills. The childminder encourages children to try things for themselves and take on challenges. For example, children manipulate small objects skilfully. Overall, assessment procedures are effective. Over time, the childminder gains a detailed knowledge of each child's preferences and achievements.

Personal development, behaviour and welfare are good

The childminder creates a welcoming and homely environment where children show they feel secure. She forms close bonds with children and offers them kindness and reassurance. Children behave well and begin to form friendships with their peers. For example, children congratulate each other on finishing their yoghurt after lunchtime by happily raising their pots and cheering. The childminder follows children's lead. For example, she ensures routines are organised well to provide children with uninterrupted time to play and follow their interests. Children have opportunities to be independent and care for their own needs. For example, the childminder works with parents to develop children's confidence in using the toilet independently. The childminder ensures children are safe and she helps children begin to understand how to recognise potential dangers.

Outcomes for children are good

Children develop their imaginary skills well, such as initiating pretend games using dinosaur figures and caring for dolls. Children begin to look at shapes and explore cause and effect through using technology. For example, they press buttons in electronic books to make sounds. Children develop good early mathematical skills through a variety of activities. For example, they examine how much water they can put into cups before it spills. Children make good progress in preparation for their future learning.

Setting details

Unique reference number	133114
Local authority	Islington
Inspection number	1084095
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	19 April 2016
Telephone number	

The childminder registered in 1995 and lives in the London Borough of Islington. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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