

# Childminder Report

**Inspection date**

21 February 2018

Previous inspection date

10 July 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                |                         | 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 make good progress and achieve well. The childminder and her assistant help children to acquire the skills and attitudes they need for their future learning, including preparing them for starting school.
- The childminder and her assistant provide an interesting range of activities to stimulate children's curiosity and promote good attitudes to learning. They establish positive routines to help children to become increasingly confident and self-aware. Children enjoy their time in the childminder's care.
- The childminder establishes positive relationships with children's parents. She gathers useful information about children's interests and achievements to help them to make a good start to their learning, whatever their starting point. Parents value her opinions and guidance.
- The childminder creates a warm and very welcoming environment. Children form strong bonds with the childminder and her assistant from the start.
- The childminder helps children to develop an appreciation of healthy lifestyles. Children enjoy the very nourishing snacks and meals that she provides.

### It is not yet outstanding because:

- The procedures to develop the performance of the childminder and her assistant are not sharply focused on raising the quality of their teaching to the highest levels.
- Occasionally, the childminder does not provide activities that fully engage the interests of all children they are intended for.

## What the setting needs to do to improve further

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

- strengthen performance management procedures to focus strongly on raising the quality of teaching to the highest levels
- build on the planning for group activities to make sure all children of different ages are fully involved.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with children during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder. He looked at relevant documentation.
- The inspector spoke to parents and took account of their views from written documentation.

### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a positive attitude to constant improvement overall. She has developed strong teamwork with her new assistant. The childminder gathers the views of parents and children and uses them effectively when she reflects on the quality of her work. Parents appreciate the advice they receive on, for example, ways to improve children's behaviour and attitudes. The childminder works well with other settings that children attend to promote continuity in their learning and development. Arrangements for safeguarding are effective. The childminder and her assistant understand their responsibilities to protect children from abuse and neglect. They take good advantage of training opportunities to make sure their knowledge of child protection is robust and up to date. They make sure children play and learn in a risk-free environment.

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

The childminder closely observes children's learning and accurately assesses their achievements. She plans a wide range of engaging activities to help them to reach the next steps in their learning. She helps children to develop their interests and understanding through tasks which link different aspects of their learning. For example, children deepen their knowledge of animals and numbers when they play matching games inspired by the Chinese New Year. The childminder and her assistant strongly promote children's communication skills, particularly their vocabulary, through well-told stories and rhymes, for example. The childminder and her assistant set a very positive tone for children's learning through their bright and cheerful demeanour and thoughtful questioning.

### Personal development, behaviour and welfare are good

The childminder and her assistant set a positive model of behaviour for children to follow. They have a calm and friendly manner. They use praise well to support children's good behaviour and help them to consider the consequences of their actions. The childminder promotes children's social skills well. For example, they learn to mix with other children on frequent trips and visits to playgroups and places of interest, such as shops, parks and libraries. Children grow in confidence and security. They learn to share their toys and take turns. The childminder helps children to live active lifestyles. For example, they enjoy movement games where they 'stand on one leg like a flamingo' or 'stomp like an elephant.'

### Outcomes for children are good

Children make good progress in all areas of learning from their individual starting points. They concentrate and follow instructions. They learn to persist in increasingly complex tasks. For example, they concentrate for long periods on searching for tiny toy insects hidden among brightly coloured pompoms and pick them up with pincers. They learn to count accurately and order objects by size and shape. Children develop their expressive and creative skills through many opportunities for painting, printing and role play.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY464380  |
| <b>Local authority</b>             | Brent   |
| <b>Inspection number</b>           | 1071567   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 3 - 1   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 5   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 10 July 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2013 and lives in London. She works with an assistant. The childminder operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. She holds an appropriate childminding qualification.

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Piccadilly Gate  
Store St  
Manchester  
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