

Childminder report

Inspection date	14 February 2019
Previous inspection date	5 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Since the last inspection, the childminder has established a more targeted programme of professional development to continually develop her knowledge and skills and raise the quality of teaching.
- Children are happy, safe and secure. They settle well in the childminder's care. She builds secure attachments and supports children to express themselves effectively and manage their feelings and behaviour.
- Children make good progress in their learning. The childminder's positive interaction helps to support children's communication and language skills very well.
- The childminder has a clear understanding of safeguarding issues and her responsibility to provide a safe and secure environment for children.
- Parents highly praise the care and support their children receive.
- The childminder evaluates her practice accurately, overall. She has identified that re-organisation and storage of resources across additional play rooms will further improve opportunities for role play on a daily basis.
- The childminder does not always provide a wider range of sensory materials to help children make links and notice patterns in their experiences.

What the setting needs to do to improve further

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

- implement plans to improve how resources are organised and stored across the environment, to ensure children are provided with rich role-play opportunities on a daily basis
- improve further the range of sensory materials available, to support children to make links and notice patterns in their experiences.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children throughout the inspection, at appropriate times.
- The inspector sampled documentation, including insurance details, records of children's learning and progress and training records.
- The inspector took account of the views of parents in written feedback.
- The inspector discussed self-evaluation with the childminder.

Inspector
Stacy Miller

Inspection findings

Effectiveness of leadership and management is good

The childminder understands how to recognise and refer any concerns about children's welfare. Safeguarding is effective. She regularly checks her home for hazards and uses equipment, such as safety gates, to ensure children are safe from higher risk areas. The childminder keeps her knowledge updated through regular training. She values the views of parents and children to help her review her provision and identify further improvements. Relationships with parents are strong, the childminder regularly informs them of the daily activities that their children take part in and has frequent discussions with them about their children's progress and well-being.

Quality of teaching, learning and assessment is good

The childminder knows the children very well and makes accurate assessments through good-quality observations. She talks to children as they play, showing interest and enthusiasm for what they choose to do. The quality of her teaching is good. She places a high priority on children's communication and language skills. For example, she offers a commentary and repeats and extends what children say. She asks questions to determine children's understanding and gives children time to think. Children share stories enthusiastically and sing rhymes with glove puppets and musical toys. They are encouraged to make marks, celebrate special events through creative activities and persist in their learning when challenges occur.

Personal development, behaviour and welfare are good

Children benefit from a warm and welcoming environment, with toys and resources easily accessible to support their play. The childminder supports children effectively to play together, learn to share resources and take turns. She shares her expectations with children, by providing reminders to help them understand what acceptable behaviour is. Her friendly and caring manner helps children to build trusting relationships. Children's perseverance and 'have a go' attempts at new learning are praised, to build children's confidence and self-esteem. For instance, when children manage risks, apply new skills, listen carefully and communicate their ideas.

Outcomes for children are good

Children are curious and active learners and make good progress from their individual starting points. Older children are well prepared for school and have lots of opportunities to develop their early reading and writing skills. Younger children's independence is encouraged at all times. Parents are very pleased with the progress their children make. Children enjoy a range of different experiences and outings outside of the childminder's setting, where they meet and interact with other children and adults. This helps to secure good outcomes for children by developing their social skills and independence.

Setting details

Unique reference number	147750
Local authority	Harrow
Inspection number	10063408
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 May 2016

The childminder registered in 1992. She lives in South Harrow, in the London Borough of Harrow. She operates all year round from 6.45am to 5.45pm, Monday to Thursday, except bank holidays and family holidays. She holds an appropriate qualification in childcare at level 3. The childminder receives funding to provide free early education for children aged three and four years.

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Piccadilly Gate
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