

Childminder report

Inspection date	29 March 2019
Previous inspection date	27 October 2015

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

- Children thrive in the warm and inclusive environment the childminder carefully creates. She consistently nurtures children's emotional well-being. Children form strong bonds with the childminder and confidently turn to her for help and support, if needed. They are secure, settled and happy.
- The childminder understands how to support the learning of young children. She provides a range of resources and activities which support all areas of learning.
- Parents say they receive good information about their children's care and learning. They are supported well in extending their children's learning at home. Children benefit from the continuity in their learning.
- Children are supported in learning about the natural world. For example, they enjoy picking blackberries, walking in local woods and examining different trees and plants.
- The childminder works effectively with other settings to support, and extend, children's learning. She improves children's outcomes.
- Children's progress is not always monitored as effectively as possible so gaps in their learning can be identified as quickly as possible.
- The childminder does not identify all available opportunities to build even further on her professional skills and knowledge.

What the setting needs to do to improve further

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

- review how children's progress is monitored so gaps in their learning can be identified as quickly as possible to help children make even better progress
- identify further opportunities to build on professional skills and knowledge to raise the quality of teaching even further.

Inspection activities

- The inspector observed children as they were engaged in a variety of activities, including outdoor play.
- The inspector looked at the rooms, outside area and resources used by the children.
- The inspector discussed with the childminder how she met the recommendation made at the last inspection.
- The inspector considered how the childminder reflects on her practice and her partnerships with parents.
- The inspector discussed with the childminder how she observes and assesses the children's progress, and discussed the teaching and learning that took place.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands the signs and symptoms that may give her cause for concern about the welfare of a child in her care. She knows the procedure to follow if she has any concerns. She has made herself aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. The childminder carries out regular risk assessments and uses these effectively to keep children safe. For example, children are carefully taught how to behave safely around any animals they may encounter. The childminder reflects on the service she provides and targets areas for improvement.

Quality of teaching, learning and assessment is good

The childminder makes regular and detailed observations of children's learning. She uses this information effectively to carefully plan what children need to learn next. Children benefit from the childminder's skill at developing their communication and language skills. She supports children who may be learning English as an additional language well. Children enjoy physical activities. They laugh with delight as they play chase, kick balls, scoot and run. Children learn skills which support their independence. The childminder develops children's enjoyment of books. They share favourite stories and learn they can gain information from books. Children make good progress.

Personal development, behaviour and welfare are good

Children are provided with interesting and stimulating opportunities to learn about their local area and people whose experiences may be different to their own. They enjoy regular local walks, visits to the shops and library. Children learn to play in larger groups of children as they attend local drop-in groups. Their social skills develop well. The childminder supports children in learning about how to lead a healthy lifestyle. For example, they wash their hands after activities and playing outside and eagerly talk about their favourite fruit. Children are polite and spontaneously say 'please' and 'thank you'. They have opportunities to take risks and learn to keep themselves safe.

Outcomes for children are good

Children are confident, self-motivated learners. They enjoy using their learning. For example, they eagerly find the letters that make up their name during a painting and printing activity. Children use their developing imaginations as they pretend to collect rubbish for the toy dustbin lorry they are playing with. They count and use mathematical language such as 'high' and 'low'. Children are curious and interested in their environment. For instance, they excitedly point to an aeroplane they spot in the sky. They are prepared well for the next stage in their learning.

Setting details

Unique reference number	137558
Local authority	Brent
Inspection number	10061708
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 October 2015

The childminder registered in 1993. She lives in Neasden, in the London Borough of Brent. She operates her service Monday to Friday from 8am to 6pm, for 47 weeks of the year. The childminder holds a relevant early years qualification at level 3.

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