

Childminder report

Inspection date	12 April 2019
Previous inspection date	14 June 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

- The childminder is calm and welcoming. Children settle quickly into daily routines and develop a good sense of belonging. They are confident to ask for help when needed. Children's behaviour is good.
- The childminder attends well to the needs of the children and supports their learning effectively. Children make good progress from their individual starting points. They are ready for the next stage of their learning and development, including starting school.
- Partnerships between the childminder and parents are very strong. For example, the childminder keeps parents fully informed about their children's learning and development and shares ways to help them support their children at home.
- Parents are satisfied with the good progress their children make and appreciate the care and support they receive from this attentive childminder.
- The childminder attends regular training to further strengthen her skills. She is confident to link with outside professionals to seek advice if required.
- Occasionally, the childminder does not provide enough challenges to fully extend children's mathematical skills and ability to solve problems.
- Although the childminder helps children learn about their own identity and culture, she does not always provide enough experiences to further support children's understanding of the world around them, particularly in relation to different people and their communities.

What the setting needs to do to improve further

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

- offer higher levels of challenge to help children further develop their mathematical skills and how to solve problems
- broaden the range of activities and resources to further support children's understanding of the different people and cultures around them.

Inspection activities

- The inspector observed the childminder and children playing indoors and outside.
- The inspector sampled the childminder's policies, procedures, risk assessments and children's development records.
- The inspector discussed the childminder's procedures to safeguard children, and her process for reflecting on her practice, including evidence of the suitability of adults living on the premises.
- The inspector took into account the comments and suggestions of parents and children.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has attended additional safeguarding training since the previous inspection. She has a good knowledge of safeguarding issues and the reporting procedures to support the welfare of children in her care. She shares her policies and procedures with parents so that they know how to protect children. The childminder checks the progress of children. When identifying gaps in children's learning, she provides well-targeted support to help children catch up. The childminder has successfully acted on the recommendations from the last inspection. For example, she considers the views and suggestions of parents, children and others to help her consistently improve her service.

Quality of teaching, learning and assessment is good

The childminder gathers relevant information from parents about what their children know and can do. She uses this information along with her ongoing observations to provide engaging activities to motivate children's learning. The childminder regularly evaluates activities and introduces new learning experiences to build on children's knowledge. Children keenly explore resources to find out how things work. For example, they experiment with the different coloured paints and observe how colours change when they mix. They create imaginative pictures and show their work to the childminder, who praises them for their good efforts. Children eagerly join in role play about a train station and a car park and make good comments on what they see or feel. The childminder reads stories with the children. Children learn new words and point at their favourite pictures.

Personal development, behaviour and welfare are good

The childminder talks to children in a calm manner and supports their social and emotional skills effectively. She reminds children to say 'please' and 'thank you'. The childminder helps children adopt healthy living. For example, children enjoy fruit and know that water keeps them hydrated. They know that they need to wash their hands before eating to reduce the spread of infection. Children enjoy outdoor play activities and physical exercise. For instance, they learn to climb the apparatus and slide safely, and can push wheeled toys with care. The childminder makes regular checks on her home and toys to keep children safe.

Outcomes for children are good

Children make good progress and any gaps in learning are closing. They listen carefully and respond well to instructions. Children use writing resources well to develop their early writing skills. They are observant of the changes that happen to the natural world. Children learn to put their coats and hats on before they go outside to play.

Setting details

Unique reference number	137490
Local authority	Brent
Inspection number	10061721
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 June 2016

The childminder registered in 1992. She lives in Neasden in the London Borough of Brent. The childminder works each weekday throughout most of the year.

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