

# Childminder report

<b>Inspection date</b>	24 April 2019
Previous inspection date	12 December 2016

<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 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 supports and works well with her assistants. She values her own professional development and evaluates her assistants' practice regularly and effectively. She also shares her teaching and observation skills with them to ensure there is a consistent approach to support children's individual progress.
- The childminder uses her observations and assessments well to plan age-appropriate activities and to plan for children's next steps in development effectively.
- The childminder and her assistants are nurturing and friendly, and children form close bonds with them. This is evident with new infants settling in their care. Children are happy and safe in their care.
- Children behave very well and develop positive attitudes towards others in the wider community. The childminder and her assistants are good role models. They encourage children to be confident, independent and motivated to learn.
- The childminder establishes good partnerships with other settings and professionals. This helps support continuity of care and learning when children make the transition to playgroup or school.
- The childminder addresses self-evaluation and professional development generally well. For example, she accesses training and information provided by her local authority, and meets regularly with her network of childminders to exchange relevant practice matters to bring improvements in the service she offers to children.
- Outdoor activities are mainly based around promoting children's physical development. They do not always give children the chance to develop their skills in other areas of learning.
- Parents receive general information about their child's progress regularly. However, the systems are not thorough to ensure parents are updated periodically about the progress being achieved and how to support their child's next steps in the home, and to be given regular opportunities to provide their feedback.

## What the setting needs to do to improve further

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

- enhance the learning opportunities outdoors to ensure that all areas of learning are always promoted
- share detailed information with parents more consistently about their children's learning and progress and how best they can support the next steps in the home, and use these opportunities to involve parents in the self-evaluation process.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector and the childminder evaluated activities together, and discussed self-evaluation and the impact this has on children's outcomes.
- The inspector looked at documentation, such as policies in relation to the exclusion of sick children, complaints, risk assessments, and the suitability of those caring for children.
- The inspector took account of parents' views.

#### Inspector

Shaheen Belai

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to identify any concerns that may alert her to a child's welfare being at risk. She has a clear policy and literature for her and her assistants to follow to contact relevant agencies. Positive action taken since the last inspection has enhanced children's learning, self-help and independence skills. The childminder carries out thorough risk assessments to reduce any danger to children to keep them safe, including when undertaking any repairs to her home or when taking children out in the community. The childminder supports her assistants to deliver good care and education to children. For example, they, like her, attend training that supports children's welfare. Parents' feedback at inspection was full of praise for how well children settle, the professional approach of the childminder and her assistants, and the range of activities offered to children.

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

The childminder provides children with a good range of stimulating experiences to enable them to make good progress. She and her assistants provide a good balance of adult-led and child-initiated activities which support children's development. Children freely make additional choices in their play to extend on activities they are engaged in from easy-to-access storage. The childminder monitors the progress the children make and identifies any gaps in their learning. She plans activities to reflect their abilities and needs. This is evident when she adapts activities quickly to allow all ages and abilities to participate. The childminder and her assistants model language effectively, ask questions that encourage children from a young age to respond, and hold engaging discussions to support children's communication skills further.

### Personal development, behaviour and welfare are good

Children gain an effective understanding of how to live a healthy lifestyle. For example, they enjoy exploring the environment at the local nature park and have access to healthy food throughout the day. Children know about good hygiene practices as they learn to attend to their personal needs. The childminder teaches children about safety, such as road safety. Children learn to take risks safely under her supervision. For example, they are confident to climb and walk along the long benches in the nature park. The childminder skilfully helps children to gain a good awareness of their own identity and that of others in the community. For example, she displays children's family tree and supports children who are learning English as an additional language.

### Outcomes for children are good

Children make good progress in their learning and development to help them make the move to school. Many children excel in their language development for their age. They enjoy looking at books and being read to. Children concentrate and follow instructions well, for example to help clear away toys. Young infants learn about early problem-solving, for example, as they fill and empty containers. Children are engaged to practise their early writing skills, such as using wipe boards. They develop strong social skills. For example, they attend a range of community groups regularly where they engage with other children and adults.

## Setting details

<b>Unique reference number</b>	EY455281
<b>Local authority</b>	Islington
<b>Inspection number</b>	10102354
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	12 December 2016

The childminder registered in 2013. She lives in the Finsbury Park area in the London Borough of Islington. The childminder operates her service Monday to Friday, throughout most of the year, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with two assistants.

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