

Childminder report

Inspection date	12 June 2019
Previous inspection date	14 July 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

- Partnerships with parents are strong. The childminder is skilled at supporting parents in extending their children's learning at home. Parents say they are happy with the service the childminder provides and, in particular, the amount of information they receive. Children benefit from the continuity in their learning.
- The childminder provides a rich learning environment. Children easily access a wide range of interesting resources and enjoy directing their own play and learning. Children make good progress.
- Children benefit from opportunities to learn about each other's cultures and families. They are supported in thinking about their similarities and differences. Children thrive in the warm and inclusive atmosphere the childminder carefully creates.
- The childminder constantly reflects on her practice. For example, she regularly seeks opportunities to build on her professional skills and knowledge to raise the standard of teaching even further.
- The childminder understands how to support children's emerging speech and language skills and works effectively with other professionals, when needed. This supports children with special educational needs and/or disabilities and those who are learning English as an additional language. Children's outcomes are improved.
- The childminder does not always create children's starting points as quickly as possible.

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 starting points are assessed so any gaps in learning can be identified as quickly as possible.

Inspection activities

- The inspector observed children are they were engaged in a variety of activities, and reflected on the impact of teaching with the childminder.
- The inspector looked at the rooms, outside space and resources used by the children.
- The inspector discussed with the childminder how she met the recommendations made at the last inspection.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.
- The inspector discussed with the childminder the arrangements to observe and assess the children's progress.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

The childminder is clear in her understanding of the signs and symptoms that may cause her concern about the welfare of a child in her care. She knows the procedure to follow if she has any concerns. The childminder has made herself aware of how to identify children who may be at risk of being exposed to extreme ideas or behaviours. The childminder monitors children's physical well-being carefully and records any accidents or incidents that may occur in her setting. Safeguarding is effective. The childminder makes good use of opportunities to share information and ideas with other professionals to enhance children's learning experiences.

Quality of teaching, learning and assessment is good

Children are encouraged to access a wide variety of books and learn that they can seek information from them, as well as stories. The childminder develops children's mathematical learning and regularly uses mathematical language. For example, she supports the youngest children in building a tower out of wooden blocks. They listen carefully as she counts and describes 'on' and 'up'. Younger children are enticed to move around the setting and practise their early walking. Older children enjoy soft-play equipment and learn to move in different ways. Children learn about simple technology as they use toys which light up and make sounds as they press different buttons. The childminder uses her regular observations to plan what children need to learn next.

Personal development, behaviour and welfare are good

The childminder is kind, warm and caring. She skilfully supports children's emotional well-being. Children are secure in her company, for instance, smiling and laughing as they make sounds and pull faces together. They learn about leading a healthy lifestyle as they eat nutritious meals prepared by the childminder. They learn how to keep themselves well and follow good hygiene routines. For example, children's hands are cleaned after activities and before eating. Children explore the natural world as they grow plants and spend time in local green spaces. They enjoy regular local walks, watch people as they carry out different jobs and learn about their local community. Children's social skills are supported as they attend local drop-in groups and play in larger groups of children.

Outcomes for children are good

Children are confident, self-motivated and behave well. They enjoy their learning and are excited by it. Children become engrossed in their activities and their concentration skills develop well. Children understand their own needs. For example, they are happy to rest when they are tired. Children quickly gain the independence skills they need for the next stage in their learning. They are prepared well for their future learning.

Setting details

Unique reference number	133123
Local authority	Islington
Inspection number	10072384
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	14 July 2016

The childminder registered in 1986. She lives in Tufnell Park in the London Borough of Islington. The childminder operates her service Monday to Friday, from 8am to 6pm, for 48 weeks of the year. She holds a relevant yearly years qualification at level 3.

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