

Childminder report

Inspection date	28 June 2019
Previous inspection date	18 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

- The childminder incorporates mathematical learning into a wide variety of activities and supports children's learning well. For example, children enjoy exploring the number of strings on the guitar they are playing, and use this activity to experiment with how they can count backwards.
- Children are secure and settled. The childminder understands how to nurture children's confidence and emotional well-being. She is kind, warm and caring and children say they enjoy attending the setting.
- The childminder works well with other settings children attend and outside professionals involved in their learning and development. This supports children with special educational needs and/or disabilities. The childminder improves children's outcomes.
- Children enjoy carrying out simple manageable tasks and their independence skills develop well. For example, children take responsibility for deciding when they need to wash their hands and choose what they want to eat at lunchtime from a range of options. They are prepared well for the next stage in their learning, including school.
- The childminder does not always communicate with parents as effectively as possible.
- The childminder does not identify as many ways as possible to build 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:

- enhance communication to develop partnerships with parents as fully as possible
- build on professional skills and knowledge to raise the quality of teaching even higher.

Inspection activities

- The inspector observed the children as they were engaged in a variety of activities and reflected on the impact of teaching with the childminder.
- The inspector looked at the rooms and resources used by the childminder.
- 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 children's progress.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

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. Safeguarding is effective. The childminder reflects on her practice, and uses this to continue to plan improvements. For example, she is developing the areas she uses for her childminding practice to enhance children's learning experiences. Parents are supported in extending their children's learning at home and children benefit from the continuity in their learning.

Quality of teaching, learning and assessment is good

The childminder carefully observes and assesses children's learning. She uses this to identify what they need to learn next, and builds on their interests to support this. The childminder skilfully extends activities to incorporate different areas of learning. For instance, children delight in building a 'dinosaur' and then they seek out information about them from books, with the childminder, to extend their knowledge. Children easily access a range of books and enjoy stories, songs and nursery rhymes. Children's language skills develop well as they eagerly talk about the sounds different animals make. All children make good progress.

Personal development, behaviour and welfare are good

Children learn about people whose lives may be different to their own, for example, as they travel on buses and explore the local area. They learn to play in larger groups of children during visits to drop-in groups. Children's social skills develop well. The childminder supports children in learning about the natural world. Children enjoy trips to local parks, zoos and green spaces. They talk about animals and minibeasts they find. Children's physical skills develop. Younger children use resources which support their earliest walking and older children use scooters and learn to move in different ways. The childminder carefully teaches children about leading a healthy lifestyle. For example, they eat healthy food and proudly demonstrate how they clean their teeth.

Outcomes for children are good

Children are happy and self-motivated. Their confidence grows steadily. Children enjoy creating games and laugh happily as use their imaginations to pretend to be different animals as they roar and growl. They concentrate for increasing periods of time and become absorbed in their activities. Children direct their own activity as they build using different-coloured blocks, and name the colours as they use them. They are curious, interested in their surroundings and keen to share their learning with others.

Setting details

Unique reference number	EY474690
Local authority	Islington
Inspection number	10075723
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 3
Total number of places	3
Number of children on roll	1
Date of previous inspection	18 July 2016

The childminder registered in 2014. She lives in the London Borough of Islington. The childminder operates her service Monday to Friday, from 8am to 6pm, for 46 weeks of the year.

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