

Childminder report

Inspection date	10 July 2019
Previous inspection date	9 March 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 skilfully develops children's mathematical learning. She incorporates mathematical ideas and language into a wide range of activities. Children spontaneously count, complete puzzles and explore weighing and measuring during activities. Children are eager to learn and make good progress.
- Parents say they are happy with the service the childminder provides. They say she is 'warm' and 'caring'. Children's emotional well-being is nurtured well, and they are happy and settled.
- Children enjoy using the interesting, easily accessible resources the childminder provides. For example, they use simple technology to gain information about different countries across the world. Children are curious and eager to find out new facts, and excited by what they discover.
- The childminder works effectively with other settings children attend. She regularly shares planning and builds on joint activities with other professionals involved in the children's learning. Children benefit from the continuity in their learning.
- Children are not always provided with as many opportunities as possible to think and express their ideas in their own words.
- The childminder does not explore as many opportunities as possible to enhance 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:

- provide children with further opportunities to develop their ideas to support their problem-solving skills even further
- seek out ways in which to build on professional skills and knowledge to raise the quality of teaching even higher.

Inspection activities

- The inspector observed children as they were engaged in a variety of activities.
- The inspector looked at the rooms and resources used by the children.
- The inspector discussed with the childminder how she met the recommendation set at the last inspection.
- The inspector discussed how the childminder observes and assesses children's progress.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.

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 regularly reflects on the service she provides to drive improvements forward. She gathers information from parents when children join the setting and quickly identifies those who may need additional support. She works closely with parents to create strategies to develop, for example, speech and language skills. Children's outcomes are improved.

Quality of teaching, learning and assessment is good

The childminder supports children's physical well-being. Younger children challenge themselves as they access soft-play resources. Older children enjoy running, climbing, jumping and splashing in 'muddy puddles'. Children use simple tools and develop using their fingers as they carefully pick up counters using tongs. They enjoy holding conversations and eagerly talk about their favourite colours and those of their family members. Children learn about the natural world and use this knowledge, for instance, to help them draw spiders. The childminder supports children who are learning English as an additional language effectively.

Personal development, behaviour and welfare are good

Children learn how to keep themselves safe and well. The childminder carefully teaches them how to behave around animals they may encounter. Children enjoy looking after their resources and organise how resources are tidied up, making plans and sharing jobs. They learn about the local area, for instance, as they enjoy regular walks. They visit libraries and shops and learn about people who help them. Children explore their similarities and differences and look at books of their special people the childminder has made for them. They talk about their favourite fruit and learn about leading a healthy lifestyle.

Outcomes for children are good

Children develop rich imaginations as they make 'potions' and become absorbed in making up stories. They enjoy creating 'lunch' and become engrossed in their creative play as they talk about what they are doing. Children concentrate for extended periods of time. They are confident, self-motivated and keen to share resources and activities. Their social skills develop as they learn to play in larger groups of children when visiting drop-in groups. They use their developing literacy to explore the sounds different letters make. Children are prepared well for the next stage in their learning.

Setting details

Unique reference number	EY424400
Local authority	Islington
Inspection number	10104676
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	6
Number of children on roll	1
Date of previous inspection	9 March 2015

The childminder registered in 2011. She lives in the London Borough of Islington. The childminder 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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