

Childminder report

Inspection date	15 July 2019
Previous inspection date	5 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 forms strong partnerships with parents. She supports them in extending their children's learning at home. Children benefit from the continuity in their learning. The childminder improves children's outcomes.
- Children settle quickly, are happy and confident. The childminder is skilled at the supporting the emotional well-being of all children. However, she is particularly knowledgeable about how to support the personal development of the very youngest children.
- The childminder reviews the service she offers and uses this to make targeted improvements. For example, she has built on how she observes and assesses children's learning and development. All children make good progress.
- Resources are easily accessible and support all areas of learning. Children confidently choose what they want to use to support their immediate interests. They are supported in becoming self-motivated and independent learners.
- While the childminder seeks comprehensive information from parents when children first join the setting, she does not ensure they return this to her as quickly as possible.
- Children do not have as many opportunities as possible to engage in exploratory activities to support them in developing their curiosity and concentration skills.

What the setting needs to do to improve further

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

- consider ways to encourage parents to share information about their children more promptly
- enhance opportunities for children to engage in exploratory activities to support their learning as fully as possible.

Inspection activities

- The inspector observed children as they were engaged in activities.
- The inspector looked at the rooms and resources used by 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 how the childminder observes and assesses children's progress.

Inspector
Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

The childminder uses regular risk assessments to help keep children safe. She understands the signs and symptoms which may give her cause for concern about the welfare of a child in her care. She follows clear procedures 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. Safeguarding is effective. The childminder works closely with other professionals and parents to provide children with additional support, when needed. She quickly identifies gaps in children's learning and creates effective strategies to help them catch up.

Quality of teaching, learning and assessment is good

Children enjoy moving in different ways. For example, the youngest children bounce, wriggle and rock. Older children enjoy climbing and running. Children's physical development is supported. The childminder provides children with regular opportunities to explore the natural world. Children visit local parks, nearby zoos and farms and think about the different animals they see. Mathematical learning is incorporated into a variety of activities and children are encouraged to explore shapes and numbers. The childminder uses mathematical language with younger children as she supports them in bouncing while saying 'up' and 'down'. Children giggle with delight during this game.

Personal development, behaviour and welfare are good

Children benefit from the childminder's clear hygiene routines and she keeps children safe and well. Children learn about people whose experiences may be different to their own as they explore the local area. For example, they enjoy visits to the local shops and library. Children learn social skills during visits to local drop-in groups, for instance, while playing in larger groups of children. The childminder supports children in learning the skills they need for their future lives and learning. For instance, she helps them understand how to manage their own behaviour, share and take turns. The very youngest children gaze at the childminder, laugh and seek comfort from her, if needed.

Outcomes for children are good

Children enjoy their time with the childminder. They are delighted to share their games, resources and activities. Children of all ages enjoy books as they sit and explore them. Children understand their own needs and happily rest, for instance, if they are tired. They use their developing language skills to form sounds and listen carefully as the childminder responds to them. Children excitedly make different sounds as they bang, squeeze and press shakers and musical resources. They enjoy simple technology and are captivated as they watch toys light up and make sounds. Children are prepared well for the next stage in their learning.

Setting details

Unique reference number	133285
Local authority	Islington
Inspection number	10072387
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	5 May 2016

The childminder registered in 1996 and lives in the London Borough of Islington. She operates from 8am to 6pm, Monday to Friday, for 48 weeks of the year. The childminder holds a relevant early years qualification at level 3.

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