

Childminder report

Inspection date	24 July 2019
Previous inspection date	14 January 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

- Children are extremely happy and settled in this busy, friendly family home. The childminder is very sensitive to children's individual needs and the children have formed strong bonds with her. For example, babies hold their arms out to the childminder for a reassuring cuddle and sit quietly on her lap when they are tired. The childminder supports children's emotional well-being very well.
- The childminder is ambitious and driven. She is keen to extend her own learning and regularly undertakes training. For example, the childminder has recently been on training about healthy foods and talks about how much sugar is in some foods, such as ketchup and yogurt. She talks about the changes she has made to her menu since she did the training and the positive impact this has on children's health.
- Children have ample opportunities to build on their physical skills with outside play. Babies develop their large-muscle skills and have space to move and explore.
- The childminder supports children well to learn about the natural world around them. For example, they grow their own vegetables, talk about how important bees are and make bird feeders to see which birds come to visit the garden. Children learn about where their food comes from and what is healthy for them.
- The childminder has a strong understanding of children's backgrounds and interests, and how young children learn. She observes and monitors the progress they have made and uses this information effectively to determine her plans for children's next steps in learning.
- Children make good progress from their starting points. They achieve the typical outcomes for their ages.
- The childminder has recently reviewed how she evaluates the quality of her practice and has not yet fully used all the information she gathers to robustly assess the quality of her setting.
- Although the childminder has a wide range of resources, they are not easily accessible to all children.

What the setting needs to do to improve further

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

- continue to build on how evaluation processes are used to further strengthen the quality of practice and improve outcomes for children
- strengthen how resources are set up to enable children to access them easily and follow their own interests and build up their independence.

Inspection activities

- The inspector read written feedback from parents and took their views into consideration.
- The inspector observed the quality of teaching and assessed the impact on children's learning.
- The inspector jointly observed an activity with the childminder and discussed children's learning.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The inspector reviewed the childminder's self-evaluation, policies and procedures and children's learning records.

Inspector

Anna Hindhaugh-Feldman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the procedures to follow should she have any concerns about children's welfare. She knows how to recognise, record and respond appropriately to any concerns about children's welfare. The childminder successfully assesses risks to children in her home and during outings. The childminder has good links with other professionals and the local authority adviser, which help to build a collaborative approach to children's development. Partnerships with parents are strong. The childminder gathers useful information and works with parents to establish starting points when children begin at the setting. She includes parents actively in their children's learning. She ensures they work together to support children to meet the targets they have set for them by using consistent strategies.

Quality of teaching, learning and assessment is good

The childminder adapts her provision well to meet the needs of the different-aged children that she has on roll. For instance, she ensures that babies have the opportunity, space and resources to enable them to pull themselves up and to support themselves while they learn to walk. She builds on older children's interests effectively to help them learn skills that will support them in their future learning. For example, as children make marks in 'snow', they talk about the shapes and letters they are making. The childminder observes children regularly to make accurate assessments of their levels of development. Children develop a 'can-do' attitude to learning. The childminder encourages them to persevere with difficult tasks and try new things, which helps them to develop resilience. The childminder supports children's language and communication skills well. She plays alongside children, giving a good narrative to play, using new words and responding positively to the noises babies make.

Personal development, behaviour and welfare are good

The childminder supports children's behaviour very well. She reminds children about using good manners and talks about sharing and taking turns. The childminder listens well to children and provides them with an abundance of praise and encouragement. The childminder encourages older children to show consideration for younger children and supports them to manage their feelings. Children develop a good awareness of how to keep themselves safe. For example, the childminder talks to young children about how to sit on a chair and older children talk about hazards in the garden, such as insects.

Outcomes for children are good

All children are well prepared for their next stage of learning, including their move to nursery and school. They develop good social skills during trips to toddler groups and visits to the local community and library. Children's early literacy skills are well supported. For instance, younger children enjoy songs and rhymes and older children listen intently as the childminder reads familiar stories. Children are keen to explore and learn and enjoy the time they spend at the childminder's home.

Setting details

Unique reference number	EY347103
Local authority	Hackney
Inspection number	10104581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	14 January 2015

The childminder registered in 2007. She lives in Lower Clapton, within the London Borough of Hackney. The childminder operates Monday to Thursday from 8am until 6pm, for most of the year. The childminder holds an appropriate childcare qualification at level 3. She accepts funding for children aged two, three and four years.

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