

# Childminder report

<b>Inspection date</b>	29 July 2019
Previous inspection date	14 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides a warm and welcoming learning environment. Children easily access a wide range of interesting resources and enjoy directing their own play and learning. Children make good progress from their starting points.
- The childminder keeps suitable records. She implements policies and procedures effectively to support her good practice. The childminder carries out daily visual checks of her environment to reduce any hazards. This helps her to promote children's safety and welfare to the highest level.
- The childminder is attentive to children's individual needs. She is exceedingly kind and caring. Children build strong bonds with the childminder and respond well to her gentle and consistent approach.
- The childminder has developed good relationships with parents. She knows families well and maintains a daily exchange of information regarding children's care and developmental needs. This helps to ensure a consistent approach to children's development.
- The childminder reflects well on her practice to identify how she can continually improve. However, she does not consistently involve parents and children in identifying future improvements within her setting.
- The childminder uses good teaching skills to support children's communication and language development. For example, she plays alongside them, uses their home language as they play and asks interesting questions. However, at times, she misses opportunities to build on children's vocabulary further.
- The childminder makes good use of outside spaces. Children have access to an engaging garden, which benefits those who prefer to learn outdoors. They build on their large-muscle skills as they push along wheeled vehicles and dig in the sand pit. Children visibly relax outside and grow in confidence as they play.
- Children have regular opportunities to learn about the wider world. They access local amenities, such as the park, shops and playgroups. This also enables children to extend their social skills and develop relationships with others.

## What the setting needs to do to improve further

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

- strengthen the existing good partnerships with parents and children and seek their views in identifying future improvements in provision
- maximise opportunities to build on children's vocabulary during daily activities and interactions.

### Inspection activities

- The inspector observed the quality of teaching during the inspection and evaluated the impact this has on children's learning.
- The inspector reflected on an activity with the childminder.
- The inspector looked at children's records, policies and procedures, and evidence of the suitability of other adults living at the household.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector undertook a tour of the premises.

#### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the local procedures to follow to report any concerns she has about a child's welfare. She undertakes regular safeguarding training and makes sure that her knowledge and understanding are current. She is experienced in childcare and continues to keep her knowledge and skills up to date. For example, she recently went to a conference on physical play and literacy and has put in place activities that support movement and song. In addition to this, she has future plans to complete training to support living healthy lifestyles. The childminder works closely with other local childminders. They reflect together on their work with children and share good practice to continually improve.

### Quality of teaching, learning and assessment is good

The childminder gathers useful information from parents when children start at her setting. This helps her to establish starting points. She observes and monitors all children's development well. She supports children's next steps in learning to help them to make good progress. The childminder knows children well and links activities to their interests. This helps to enthuse children's curiosity for learning. For example, children's recent interest in animals is incorporated into activities. For example, they enjoy playing in shaving foam and finding hidden toy sea creatures. The childminder supports children's creativity well. Children show interest in using paints and develop good levels of concentration for their age.

### Personal development, behaviour and welfare are good

The childminder provides a caring and nurturing environment for children. This helps them to feel safe and secure. The childminder is patient and gives children ample time to use their thinking skills and develop their own ideas. She supports children's growing independence and encourages them to take an active part in their own self-care. For example, young children show awareness of the need to wash their hands after they are finished painting. The childminder ensures children drink plenty of water and provides healthy home-cooked meals, which children enjoy. This promotes their good health. Children learn about hazards and how to negotiate them safely. For example, as children walk down the stairs to the garden, the childminder reminds them to hold onto the handrail and look where they are going. The childminder praises children regularly for their efforts, which builds their confidence and self-esteem. Children enjoy the time they spend with the childminder.

### Outcomes for children are good

Children make consistently good progress in all areas of their learning. Overall, they are working in the stages of development typically expected for their age. Young children confidently explore the environment and are willing to join in with different experiences. Children develop their early reading skills well. They enjoy listening to stories the childminder reads and can predict what will happen on the next page.

## Setting details

<b>Unique reference number</b>	402737
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10063115
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	14 January 2016

The childminder registered in 1998. She lives in the Stoke Newington area in the London Borough of Hackney. The childminder works four days a week on Monday, Tuesday, Wednesday and Thursday from 8.30am to 5.30pm all year round. The childminder has a relevant qualification at level 3. The childminder accepts funding for children aged two, three and four years.

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