

# Childminder Report

**Inspection date**

11 January 2018

Previous inspection date

15 March 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Outstanding | 1        |
| Effectiveness of the 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 manages her setting well and she effectively evaluates the quality of her practice to promote good outcomes for children.
- The childminder has a good understanding of children's individual learning needs and she supports these well. She provides a wide range of resources to suit children's needs and she sensitively guides and supports their play.
- Children develop close relationships with the childminder and each other. They show that they feel safe and secure in her care and enjoy the close contact and cuddles of affection they share with her.
- The childminder works well with parents. She regularly engages with them about their children's care and learning needs and she uses the information from them to support her planning.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities to extend older children's literacy and writing skills further.
- The childminder does not consistently use her regular observations of children's learning to provide a more accurate overview of their development, to close any gaps in their learning more rapidly.

## What the setting needs to do to improve further

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

- increase the regularity of assessments and tracking of children's progress, to show an up-to-date and accurate picture of children's development
- extend opportunities for children to explore mark making in their play.

### Inspection activities

- The inspector observed the quality of teaching as the childminder engaged in activities with the children inside and outdoors.
- The inspector held discussions with the childminder about her practice throughout the inspection.
- The inspector engaged with the children during the inspection.
- The inspector looked at a sample of the childminder's documentation, including children's learning profiles and the childminder's certificates for qualifications and training.
- The inspector took account of parents' views from the written comments provided.

### Inspector

Samantha Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder manages her setting well. She has a clear understanding of her responsibility to safeguard the children in her care and she has a detailed set of policies and procedures that underpin her practice. For example, she ensures children are supervised at all times and are not left alone with unsuitable people. She knows how to make a referral should she have a concern about a child. The childminder keeps updated with childcare practice and reflects on her service to ensure she continues to meet the needs of the children and promote good outcomes. She makes good use of training opportunities to improve her skills in specific areas. For example, she has completed sign language training, to improve her communication with children, including when singing with them.

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

Children enjoy a wide range of experiences in the different areas of learning and they benefit from good levels of teaching from the childminder. She provides an interesting and challenging learning environment, with many opportunities for children to engage in enjoyable and interesting activities. For example, children enjoy being creative, such as when they explore the sounds of different musical instruments and they have fun exploring different textures of various materials and resources. Overall, the childminder facilitates their learning well. She encourages older children to explore with colours and numbers and she encourages younger children to explore confidently; for example, as they match and group buttons.

### Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming environment where children move around confidently, and explore and engage in activities of their choice. The childminder sensitively guides their play and they enjoy the warm interactions they share. Children are well behaved and play well together. Older children show care and consideration towards younger children, and younger children are developing a healthy awareness of others. Children develop their understanding of healthy living and hygiene practices. For example, they wash their hands at appropriate times during the day, enjoy healthy snacks and they feed themselves at mealtimes. The childminder provides daily opportunities for children to be physically active and engage in outdoor activities.

### Outcomes for children are good

Children develop well and gain the necessary skills to support them in the next stages of their learning. Older children engage in discussions with the childminder, for instance, as they ask questions and respond appropriately. Babies communicate their needs using sounds and gestures, to which the childminder responds well. Children are interested and keen to participate in activities. They develop well in their personal, social and emotional development. For example, they participate in group activities and develop skills, such as sharing, turn taking and cooperation, as they mix and play with other children.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 102076                                                                            |
| <b>Local authority</b>             | Camden                                                                            |
| <b>Inspection number</b>           | 1118004                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 15 March 2016                                                                     |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 1994. She is located in Camden Town, in the London Borough of Camden. The childminder is open from 8am to 6pm from Monday to Friday all year round. The childminder has a relevant qualification at level 3.

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