

Childminder Report

Inspection date

15 September 2015

Previous inspection date

23 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 has a secure understanding of the requirements. She implements these well to provide children with good quality care and learning experiences.
- The childminder has a positive attitude towards her professional development and is proactive in keeping herself up to date with childcare issues to improve her service.
- The quality of the childminder's teaching is good. She promotes children's learning well so children are achieving at typical levels for their ages and in some areas they are surpassing these.
- Children are happy and settled in the childminder's care. They benefit from and enjoy the close, caring and trusting relationships that they have with her. Children develop a good understanding of how to behave, and of tolerance and respect for each other.
- Outcomes for children are good. Children are fast becoming capable, confident learners as they develop new skills to support their future learning experiences, including readiness for school.

It is not yet outstanding because:

- The childminder does not always take opportunities to extend the older children's learning as well as possible, for example, in using early mathematical language for one more or one less.
- The childminder does not always take opportunities to increase children's vocabularies.

What the setting needs to do to improve further

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

- seize chances to increase children's vocabularies
- extend older children's learning further by encouraging them to use the vocabulary of adding and subtracting in practical activities.

Inspection activities

- The inspector observed the interactions between children and the childminder as they engaged in activities together.
- The inspector engaged in discussion with the childminder about her practice at appropriate times throughout the inspection.
- The inspector sampled a range of the documentation that the childminder uses to underpin her practice.
- The inspector and childminder jointly observed children at play.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder manages her setting well. She has clear procedures for promoting children's safety and welfare. She has a confident knowledge of the possible signs and symptoms that might cause concern about a child's welfare. The childminder develops her knowledge and practice to improve the quality of teaching. She has successfully addressed previous recommendations and regularly reflects on her practice. For example, she now has effective monitoring and assessment systems. These help her to identify children's individual levels of achievement and any gaps in their learning that may require additional support. This change helps her plan well for children's continued progress and development.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge and understanding of her role in promoting children's learning. She carries out regular observations and assessments on children. She uses these to take learning forward. The childminder provides a good selection of resources to promote children's learning across all areas. The learning environment is effectively organised to encourage children to become independent learners. The childminder provides children with interesting outdoor experiences. For example, she takes them out on regular visits to interesting places, such as museums, parks and a library. These outings give children the opportunity to explore new things and develop further skills to support their future learning.

Personal development, behaviour and welfare are good

Children enjoy their time with the childminder. They display good levels of independence as they make choices and lead their own play. They are well behaved and respond well to the childminder's requests and clear explanations. Their personal, social and emotional development is well fostered. For example, children form close friendships and learn to respect and value each other. They show good communication skills as they talk with each other and the childminder. Children gain an early understanding of how people differ, for example, about the different religious groups in their community. The childminder has developed strong partnerships with parents and others involved with children. She works with them to meet children's physical needs well.

Outcomes for children are good

Children make good progress. They develop useful skills, such as independence in their personal care. They enjoy looking at books and listening to stories. They participate well in conversations. All this helps their readiness for school.

Setting details

Unique reference number	144468
Local authority	Hackney
Inspection number	841665
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	23 November 2009
Telephone number	

The childminder registered in 1994. She lives in Stamford Hill, in the London Borough of Hackney. She works on weekdays from 7am to 7pm, for all but five weeks of the year. The childminder is accredited to provide free early education to children aged two, three and four years.

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