

Childminder Report

Inspection date

25 May 2016

Previous inspection date

10 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's personal and emotional development is extremely well supported and checked regularly. The childminder is considerate to children's individual needs, which she meets very successfully. Children show that they feel absolutely secure, confident, and happy in her care.
- The childminder makes good, creative use of her home, which is safe, welcoming and supports children's learning well. Children move around the home safely, exploring the resources very confidently, and take safe risks, which supports children's personal development and well-being very effectively.
- The childminder reviews what she does carefully and identifies areas to improve. She has an effective partnership with parents. Regular discussions and their written views help to make sure that parents feel fully able to contribute to their children's learning. Parents speak highly of the care that their children receive.
- The childminder supports children's communication and language skills effectively. For example, she encourages children to remember each other's names and to sing familiar songs. Children make good progress in relation to what they know when they start.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to strengthen children's understanding of others and of their local community.

What the setting needs to do to improve further

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

- enable children to become more familiar with others and their local community.

Inspection activities

- The inspector and the childminder discussed the systems used to observe and record the children's progress, and the documents used to support the childminder's work.
- The inspector completed observations of the children engaged in activities with the childminder and her assistants.
- The inspector looked at the written views of parents, which were made available during the inspection.
- The inspector looked at the rooms and resources used by the children.
- The inspector and the childminder discussed the childminder's systems of self-evaluation and the impact of training on her work.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completely understands her role in safeguarding children in her care. She ensures that her assistants are clear in their role in child protection and the reporting procedures they must follow. The childminder has worked hard to ensure that she has improved since the last inspection. For example, children confidently make choices in their play. The childminder supervises her assistants practice effectively and uses further training to improve the care she provides and the outcomes for children. The childminder evaluates the quality of her provision effectively and considers ways to improve her practice; for example, by extending children's understanding of others. The childminder uses thorough observations and assessments to plan for the next stages in children's learning.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She plans activities that excite and challenge children to learn as they play. For example, children learn about colours and patterns while looking at toy jungle animals. The children are delighted to match the stripes and colours with the names of the animals. The childminder has clear expectations of the children. For example, she encourages them to use their imagination and creative skills to make pasta necklaces and to make sandwiches for themselves. Children learn to develop their independence, which prepares them well for their future learning. Children have fun outdoors. They develop their physical skills by climbing and they laugh as they slide down the slide.

Personal development, behaviour and welfare are outstanding

The childminder knows the children very well. She is exceptionally kind and thoughtful. Children are very self-assured and ready to explore, play and learn in her home. The childminder responds to the children with enthusiasm, which helps the children to feel highly valued and respected. Children learn how to care for themselves and develop excellent skills of independence. For example, when preparing for the garden they find their own shoes and coats and know how to put them on. The childminder's thorough knowledge of each child helps her to manage their behaviour sensitively. Children are very good friends and they play very well together, sharing and turn taking with confidence.

Outcomes for children are good

Children make good progress in their learning. For example, they recognise letters and words and can match names to their toy animals. Their early number and language skills develop well. Children are extremely confident. They are assured in their own abilities and are ready for the next steps in their learning.

Setting details

Unique reference number	147743
Local authority	Harrow
Inspection number	1048739
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	17
Name of registered person	
Date of previous inspection	10 June 2013
Telephone number	

The childminder registered in 1994. She lives in the London Borough of Harrow. She cares for children all day, Monday to Friday, throughout most of the year. The childminder holds a relevant childcare qualification at level 3. The childminder works with three assistants.

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