

Childminder Report

Inspection date

15 May 2018

Previous inspection date

23 September 2015

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 provides an enjoyable and stimulating environment with an extensive range of easily accessible resources to support children's play and exploration.
- The childminder has a good understanding of how children learn and develop. Her teaching is good, overall, and she uses a wide range of activities that supports children in making good progress.
- The childminder is skilful in encouraging children's communication and language. For example, she plays alongside young children and talks to them about what they are doing. She repeats words and gives them lots of praise and encouragement, which helps to boost their confidence and self-esteem.
- Partnerships with parents are strong. The childminder provides parents with good information about their children's care and development, and encourages them to get actively involved in their children's learning.
- Children are happy and settled. The childminder knows the children, their families and their specific needs very well.

It is not yet outstanding because:

- The childminder does not make the best use of all opportunities to support children's independence during routine activities, such as mealtimes.
- The childminder's self-evaluation is not sufficiently focused on how she can strengthen her teaching even further to help all children achieve to their highest level.

What the setting needs to do to improve further

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

- enhance all opportunities to support children's independence skills
- fully develop systems for self-evaluation and focus more specifically on raising the quality of teaching to an even higher level.

Inspection activities

- The inspector observed the quality of teaching and interaction during activities and assessed the impact of this on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held discussions with the childminder about her self-evaluation and plans for improvement.
- The inspector sampled relevant documentation, such as safeguarding procedures, and viewed children's development records.
- The inspector took account of parents' views through their written comments.

Inspector

Rizwana Nagoor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder clearly understands her responsibilities to protect children from harm. She has a secure knowledge of how to safeguard children. She is vigilant about children's safety. For example, she completes regular risk assessments and considers hazards inside and outside of the home. Overall, the childminder seeks out new information and keeps her knowledge and skills up to date. For example, she attends training and works with the local authority and other childminders to develop some new ideas. The childminder effectively monitors the progress children make. She identifies any areas a child may require additional help to help ensure they catch up.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to establish children's interests and abilities when they start. She responds to children's choices and interests to support their learning. For example, she uses children's interest in playing with trains to compare sizes and shapes, and notice patterns. The childminder supports children's creativity and confidence, and develops their understanding of the world very well. For example, children enjoy making crowns to celebrate the royal wedding. They wear their finished products with pride and pose for photographs. The childminder introduces some mathematics to extend children's learning further. For example, during water play, children enjoy counting the number of water cups and filling the jars.

Personal development, behaviour and welfare are good

The childminder is kind and caring. Children have trusting and affectionate relationships with her. She maintains a clean and well-organised home that helps support children's health and well-being. She provides children with a range of home-made meals and snacks with a suitable balance of nutrients. Children develop good physical skills. For example, they handle small equipment, balance and climb on slides. They benefit from fresh air and exercise daily, including playing in the garden. Children are developing an understanding of healthy lifestyles.

Outcomes for children are good

Children are confident and motivated learners. They communicate and express themselves effectively. Children are happy and eager to engage in activities, to try things out or test their own ideas. For example, they are keen to name their favourite colours, and explore how the colours change when they mix the water colours. They share well and are developing good social skills. Children learn a wide range of skills to support the next steps in their learning, including the move on to school.

Setting details

Unique reference number	147995
Local authority	Harrow
Inspection number	1127211
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	23 September 2015
Telephone number	

The childminder registered in 1995. She lives the London Borough of Harrow. The childminder operates from 7.30am to 6pm on each weekday, throughout most of the year.

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