

# Childminder Report

**Inspection date**

23 September 2015

Previous inspection date

22 April 2009

| <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 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

- The childminder accurately monitors the progress of all children and effectively uses this information to plan for their individual learning needs. Consequently, children make good progress from their starting points.
- The childminder is caring, sensitive and skilled in helping children to develop secure emotional attachments. She accurately arranges settling-in processes, which enable children to settle quickly and develop their self-confidence in a new environment.
- The childminder has a calm and consistent approach to managing children's behaviour. She provides consistent routines and boundaries, which she shares with parents. As a result, children behave extremely well; for example, they use their manners and follow house rules.
- Children visit different parks, playgrounds and various places of interest, such as galleries, exhibitions and museums. This helps to broaden their experiences beyond their immediate family, learn about the wider community and gain respect for others.
- The childminder works well with parents and other settings that children attend. She regularly shares information with those involved in children's education to maintain consistency.

### It is not yet outstanding because:

- The childminder does not always give children sufficient time to think and respond to requests and small tasks.
- The childminder does not always make the best use of all resources available to extend children's recognition of words, in order to develop their early reading and letter recognition skills.

## What the setting needs to do to improve further

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

- give children more time to respond and think about tasks, according to their abilities, to extend their learning opportunities
- increase opportunities for children to see written text in all environments to strengthen their literacy skills further.

### Inspection activities

- The inspector observed activities and the childminder's interaction with the children throughout the inspection.
- The inspector sampled children's observations, planning and assessments, and looked at registration records.
- The inspector checked evidence of the childminder's suitability and qualifications, and reviewed her policies and procedures.
- The inspector held conversations with the childminder and children during the inspection and took account of the views of parents.

### Inspector

Nataliia Moroz

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder fully understands and effectively implements her responsibilities in meeting the requirements of the Early Years Foundation Stage. Safeguarding is effective. The childminder regularly assesses risks in all areas to promote children's safety. She understands her duty to safeguard children, and is fully aware about the procedures to follow if she has any concerns about their safety and welfare. The childminder is committed to continually improving her setting and reflects on the quality of her provision. As a result, all previous recommendations have been addressed; for example, she has improved the ways of assessing children's starting points. The childminder attends training and meetings with other professionals to update her knowledge and gain new ideas. This has a positive impact on the quality of care and learning children receive.

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

The childminder provides children with a range of fun, interesting and age-appropriate learning experiences, and plans according to their interests. She carefully monitors children's progress, which she regularly shares with parents. The childminder skilfully promotes children's communication and language skills, for example, through meaningful conversations, explaining different facts and extending their vocabulary. The childminder promotes children's mathematical skills well; for example, she uses lots of number language during their play and, therefore, children are eager to begin their number work.

### Personal development, behaviour and welfare are outstanding

Children are happy and settled in a welcoming, friendly and clean environment. They enjoy the childminder's company, her cuddles and constant reassurance. She is sensitive to children's individual levels of understanding and helps them to manage their behaviour. Children enjoy looking at their assessment records, and recall past events with their friends and family, which boost their self-esteem and confidence. Children receive plenty of opportunities to experience physical exercise and fresh air. Children learn about healthy eating and benefit from nutritious meals. The childminder ensures she meets children's dietary needs fully and is aware of known allergies. She successfully follows and teaches children excellent hygiene routines and fully supports their independent skills.

### Outcomes for children are good

The childminder skilfully supports children to gain the necessary skills to help them develop socially, physically and emotionally. Therefore, children are independent, able to express their feelings and thoughts, and can recognise and form their first letters. Consequently, all children are well prepared for their move to school.

## Setting details

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | 147995        |
| <b>Local authority</b>             | Harrow        |
| <b>Inspection number</b>           | 841802        |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 0 - 8         |
| <b>Total number of places</b>      | 6             |
| <b>Number of children on roll</b>  | 5             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 22 April 2009 |
| <b>Telephone number</b>            |               |

The childminder registered in 1995. She lives the London Borough of Harrow. The childminder works each weekday, throughout most of the year.

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