

Childminder report

Inspection date	6 September 2018
Previous inspection date	10 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder is committed to her role. Her playful interactions during activities contribute to children being engaged and interested in their play and learning.
- The childminder is kind and caring. Children have formed strong bonds with her and benefit from her interactions. This helps to support children's personal, social and emotional well-being.
- The childminder establishes good relationships with parents. She makes good use of various methods of communication to share information about their children, and discusses their children's progress and achievements with them.
- Children benefit from a healthy range of foods, and a relaxed and social gathering at mealtimes. The childminder supports and guides parents when providing their children's meals, especially those with young infants.
- The childminder takes effective steps to identify and minimise potential hazards in the home, garden and when out in the community.

It is not yet outstanding because:

- At times, the childminder does not use all available opportunities to aid younger children's physical skills, to help them become more mobile.
- The childminder does not make the most of enabling children to have regular opportunities to extend their creative skills to suit their own individual development.

What the setting needs to do to improve further

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

- increase opportunities throughout the daily routine, particularly for young infants, to develop their large physical skills
- extend on current opportunities for children to build on their creative skills further.

Inspection activities

- The inspector held discussions with the childminder to explore her understanding of requirements.
- The inspector spoke to the childminder and the children at appropriate times, and took into account feedback from parents.
- The inspector and the childminder jointly observed children as they engaged in play, and observed the quality of teaching during other activities.
- The inspector looked at a range of children's records, the childminder's policies and procedures shared with parents, and children's assessment records.
- The inspector viewed all areas of the home used for childminding purposes, and looked at a range of resources used by minded children.

Inspector

Shaheen Belai

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to identify any concerns that may alert her to children's welfare being at risk of harm. She understands the procedures to follow and the relevant agencies to contact. The childminder seeks out good practice ideas to improve the service she offers, for example, via the support she receives from her regular attendance at her local authority network group. The childminder has met previous recommendations well and provides resources to promote children's self-identity. Parents speak positively of the service they receive. They say that they are well informed, and their children receive good support in their development through varied learning experiences.

Quality of teaching, learning and assessment is good

The childminder gains an insight into children's development from the time they start, as she liaises closely with parents over the settling-in period. She continues to monitor children's ongoing progress and assesses well to identify and address any emerging gaps in their development. The childminder generally plans in accordance with children's individual needs and interests. Young babies explore with great interest, such as toys that create different sounds, or have different textures to stimulate their senses. They show a sense of curiosity and achievement, such as when they play peek-a-boo with the childminder or tumble down brick towers. The childminder helps children to develop their language skills well, such as teaching them rhymes.

Personal development, behaviour and welfare are good

Children settle quickly on arrival and are eager to play. They welcome the childminder to play alongside them. They are familiar of their surroundings and routines, such as where to go for their meals and where to locate additional play resources. Children behave very well, they receive positive praise for their achievements. This helps them to learn about expected behaviour from a young age. Children learn about good hygiene practices as part of routine activities, such as handwashing before having their meals. Children play well with each other and have opportunities to socialise with others, such as when they attend a range of community groups throughout the week with the childminder.

Outcomes for children are good

Children develop a good range of skills in preparation for their move on to school. They develop self-help skills to aid their independence, such as with learning to feed themselves and when they help to tidy away toys. They show an interest in books to support their early reading skills. They learn to count and match shapes to help with their mathematical learning.

Setting details

Unique reference number	EY288730
Local authority	Hackney
Inspection number	10060418
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	0
Date of previous inspection	10 November 2015

The childminder registered in 2004. She lives in Stoke Newington, in the London Borough of Hackney. She operates her service from Monday to Friday, from 8am to 6pm, throughout most of the year.

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