

Childminder Report

Inspection date	10 November 2015
Previous inspection date	15 February 2010

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

- Overall, the childminder manages her setting well. She demonstrates a positive attitude towards her professional development. She keeps up to date with mandatory training and she has an ongoing commitment to continually improving her knowledge and skills.
- The childminder mostly provides good opportunities for children to engage in a suitable range of activities across the different areas of learning.
- The childminder works well with parents to promote consistency in the care and learning for their children; she understands the importance of working in partnership with other providers and professionals involved with children.
- Children settle well in the childminder's care and quickly begin to form secure and trusting relationships with her. They are growing in confidence and developing their independence.

It is not yet outstanding because:

- Occasionally, the childminder does not plan some aspects of the learning environment to reflect the current abilities of older children, so they can continue to benefit from more challenging experiences.
- The childminder misses some opportunities to use the range of resources she has available, particularly to develop further children's awareness of their own or other people's backgrounds.

What the setting needs to do to improve further

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

- extend opportunities for older children to access more challenging activities during play, particularly those that reflect their current abilities fully
- make better use of all resources available to strengthen children's awareness of their own identity as well as learn about people from different backgrounds.

Inspection activities

- The inspector observed interactions between the childminder and the children while they engaged in activities.
- The inspector held discussions with the childminder relating to her practice.
- The inspector observed areas within the home used for childminding.
- The inspector and childminder jointly observed the children at play.
- The inspector sampled some of the childminder's written records and other relevant documentation.

Inspector

Samantha Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role to promote children's safety and welfare. She has detailed policies and procedures in place, which she uses well to underpin her practice and promote children's welfare. She has robust systems for monitoring her practice in order to identify her strengths and any areas for improvement. The childminder undertakes training to develop her knowledge further and to increase her skills. She effectively monitors children's learning and development. She maintains a clear overview of their progress and targets purposeful next steps to support their individual learning needs.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of her role in promoting children's learning and the quality of her teaching overall is good. She provides an interesting learning environment, where children generally engage in a broad range of experiences across all areas of learning. The childminder fosters children's language development well. She responds to the gestures and sounds from babies, for example by repeating phrases, naming objects, singing and reading to them. Furthermore, she promotes children's communication skills well. For example, she engages older children in a continuous flow of conversation and asks appropriate questions. She shares regular information with parents and other early years providers that children attend to provide consistency in learning.

Personal development, behaviour and welfare are good

Children enjoy the caring and respectful relationships they have with the childminder and develop strong attachments. They understand how to keep themselves safe and healthy, such as through effective hygiene routines and gentle reminders about healthy eating. Children's behaviour is good; they listen and respond well to the childminder's requests and are developing positive relationships with one another. Children have good opportunities to engage in physical activities. For example, they enjoy daily trips to the local parks, playgroups and other places of interest, where they get to enjoy a range of physical activities. The childminder provides some opportunity for children to learn about the wider society in which they live, for example, by attending different groups, where they get the chance to mix and play with children from various backgrounds.

Outcomes for children are good

Children make good progress; they are developing the necessary skills for the next stage in their learning. For example, they demonstrate good levels of independence. Older children take some responsibility for small tasks, such as cutting up fruit for snack times, and younger children learn to feed themselves. All children move around the learning environment confidently, making choices about their play.

Setting details

Unique reference number	EY288730
Local authority	Hackney
Inspection number	833731
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	15 February 2010
Telephone number	

The childminder registered in 1994. She lives in the Stoke Newington area, 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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Piccadilly Gate
Store St
Manchester
M1 2WD

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