

Childminder report

Inspection date	17 May 2019
Previous inspection date	10 October 2014

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

This provision is good

- The childminder constantly explores different ways to improve her practice. For example, she has planned how to enhance her professional skills and knowledge to raise the quality of teaching even higher.
- Parents praise the amount of information they receive from the childminder about their children's care and development. The childminder provides regular and clear updates, and parents say she is professional in her manner.
- Children's progress is regularly monitored and this information is used by the childminder to plan what children need to learn next. All children make good progress.
- The childminder is skilled at supporting the learning of the very youngest children. They flourish in the calm and warm atmosphere the childminder carefully creates. She improves children's outcomes.
- Children enjoy a range of opportunities to learn about people whose lives and experiences may be different to their own.
- Children have limited opportunities to engage in exploratory activities to support their physical development as fully as possible.
- While parents provide information about their children's likes and dislikes, they do not provide as detailed a picture of what their children already know, and can do, to help the childminder plan precisely from the outset.

What the setting needs to do to improve further

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

- enhance opportunities for children to explore sensory materials to support them in making even better progress
- develop further arrangements to obtain detailed information from parents about children's starting points when they join the setting.

Inspection activities

- The inspector observed children as they were engaged in a variety of activities and reflected on the impact of teaching with the childminder.
- The inspector looked at the rooms and resources used by children.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.
- The inspector discussed with the childminder the arrangements to observe and assess the children's progress.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

The childminder understands the signs and symptoms that may give her cause for concern about the welfare of a child in her care. She knows the procedure to follow if she has any concerns. She has made herself aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Safeguarding is effective. The childminder works well with other professionals to enhance her practice. She obtains the views of parents and children and incorporates them into the service she provides. The childminder carries out regular risk assessments and uses them effectively to help her keep children safe.

Quality of teaching, learning and assessment is good

The childminder understands how to support children's learning. For example, she is responsive to their immediate interests and uses these to build learning. Children initiate games and invite her to join them, for instance, as they shake rattles to make her move and stop. They giggle and laugh with delight as the childminder responds playfully. Children learn about using simple technology and enjoy pressing buttons on resources which make different sounds. They use their hands and fingers to explore coloured bricks and build simple structures. The childminder consistently supports parents in extending their children's learning at home. Children benefit from the continuity in their learning.

Personal development, behaviour and welfare are good

Children have regular opportunities to explore the local area. They visit shops, libraries and green spaces. Children learn about the natural world as they think about the moon and stars, collect leaves and grow plants. The childminder supports them in understanding how to lead a healthy lifestyle. For example, younger children enjoy eating fruit and are carefully taught to wash their hands. Older children are encouraged to put on their own coats and shoes. Children settle quickly and are ready to learn. The childminder nurtures their emotional well-being and children are happy in her company.

Outcomes for children are good

Children are confident and keen to develop their own activities. They experiment and become engrossed in what they are doing. For example, children repeatedly drop a disc on a table and are enthralled as they watch it spin and vibrate. They enjoy making marks on a whiteboard and rubbing them out again. Children use their emerging mathematical learning to fit different shapes into their corresponding spaces in a puzzle. They learn the skills they need to support their developing independence and are prepared well for the next stage in their learning. Children are self-motivated, sociable and keen to share their learning with others.

Setting details

Unique reference number	EY289166
Local authority	Harrow
Inspection number	10083447
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 1
Total number of places	5
Number of children on roll	1
Date of previous inspection	10 October 2014

The childminder registered in 2004. She lives in the London Borough of Harrow. The childminder operates her service from Monday to Friday, 7am to 7pm, for 50 weeks of the year.

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