

Childminder Report

Inspection date	12 February 2016
Previous inspection date	26 January 2011

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

- Children make good, steady progress towards their next stage of learning. They enjoy taking part in stimulating activities that provide appropriate individual challenge. Children are encouraged to develop their personal independence skills effectively.
- The childminder uses self-evaluation well to make improvements to her setting. She has successfully worked on her previous recommendation and now promotes inclusion and diversity well throughout her practice.
- The childminder has an effective knowledge of how to support children's development. She tailors her activities to meet children's individual needs, using observations to identify accurately what children can do and how to support them further.
- Children have close relationships with the childminder, and they are cared for well in a safe and welcoming environment. Children feel secure and settle in well.
- The partnerships that the childminder builds with parents and other professionals are strong. Parents are included in their children's learning experiences, and they speak favourably about the setting and the service that the childminder provides.

It is not yet outstanding because:

- The childminder misses opportunities to develop the older children's understanding of early calculation during activities.
- The childminder does not promote fully children's early skills in using writing equipment independently.

What the setting needs to do to improve further

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

- take every opportunity to develop the older children's mathematical skills
- provide children with every opportunity to develop and gain early writing skills.

Inspection activities

- The inspector observed the children's learning and the childminder's teaching during a range of activities.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.

Inspector

Shana Laffy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident in her role and responsibility to keep children safe. She completes thorough and regular risk assessments to help ensure the environments used are free from potential hazards. The childminder communicates particularly well with parents, and includes their views when monitoring the quality of her setting. Parents compliment the childminder on her service. For example, they comment on her caring relationships with the children. The childminder has good links with the local school to support the transfer progress if needed, and to provide continuity in the children's learning. The childminder values her continued professional development. She keeps her knowledge up to date and uses what she has learnt to improve the quality of her teaching.

Quality of teaching, learning and assessment is good

The childminder provides a variety of activities and experiences that meet the needs of children from different age groups. She regularly observes and assesses children's learning to determine the children's next steps in learning, so that the children progress well. The childminder interacts skilfully with children and supports their communication skills especially well. For example, she models new vocabulary for the children to extend their expressive language skills. The childminder provides a good balance of adult-led tasks and child-initiated play; children enjoy what they do.

Personal development, behaviour and welfare are good

The childminder offers a warm and friendly environment where children feel a sense of belonging. She places a high priority on children's well-being, and ensures children are encouraged to try things for themselves, such as managing their personal hygiene. The childminder is a good role model to the children; for example, she shows them how to share. Children respond well and are kind to one another. Children enjoy good outdoor experiences; for example, they enjoy outings to the aquarium and to the zoo. They develop a sense of community, such as through visiting the local 'stay and play' groups. The childminder promotes children's awareness of the differences between themselves and others. She supports children who are learning English as an additional language well. The childminder gathers precise information on children's backgrounds when they start with her and, for example, promotes their family celebrations.

Outcomes for children are good

Children are motivated and excited to try new things. They behave very well and they form friendships with one another. They learn to solve problems, such as how to construct a toy train track, and learn to speak clearly. Children are well prepared for the next stage in their early education.

Setting details

Unique reference number	EY310086
Local authority	Camden
Inspection number	847482
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26 January 2011
Telephone number	

The childminder registered in 2005. She lives in the London Borough of Camden. She operates on Mondays, Wednesdays and Fridays from 7.30am until 6.30pm, all year round.

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