

Childminder Report

Inspection date

12 May 2016

Previous inspection date

30 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- The childminder is committed to improving the quality of her provision. Completion of a higher level childcare qualification has, for instance, helped her develop good teaching, knowledge of how children learn and what she can do to support them.
- The childminder spends time getting to know children when they join and gathering information from parents about what children can already do. The childminder uses this to help plan what children need to be able to do next to help their learning.
- Relationships with parents are strong. The childminder keeps parents regularly informed about children's ongoing development through daily discussions and sharing of development records. This provides good continuity of care for children.
- The childminder provides an inviting and caring environment for children where their needs are well met and they thrive. Children behave well, are confident and actively explore what is on offer to them as they feel emotionally secure and safe in their surroundings.
- Children make good progress in their learning and levels of well-being.

It is not yet outstanding because:

- Assessment routines do not always check children's progress carefully to identify those who may need extra help with their learning.
- The childminder's self-evaluation does not always enable her to identify those priorities that will help her improve the setting more quickly.

What the setting needs to do to improve further

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

- develop more effective assessment systems to check children's progress and identify those who may need extra support in their learning
- ensure that self-evaluation identifies possible areas for development more clearly to enhance the quality of the provision further.

Inspection activities

- The inspector observed the childminder's teaching and the impact of this on children's learning.
- The inspector spoke to children at appropriate times during the inspection and held a meeting with the childminder.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including the childminder's policies and procedures.

Inspector

Michelle Bassani

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has thorough systems in place that keep children safe from harm. For example, the childminder carries out regular checks on her home to spot potential dangers and keeps records of any accidents. The childminder is aware of the signs of possible child abuse and what action to take if she has any concerns over children's welfare. She attends training to inform her professional expertise and keep abreast of changes to legislation. The childminder has reviewed and improved the quality of her assessment procedures for monitoring children's development and although more effective than they were, she recognises there is room for improvement.

Quality of teaching, learning and assessment is good

The childminder has improved the quality of the learning environment since her last inspection. Resources are chosen for children based on their developing interests and needs. For example, children who are reluctant to engage in messy play quickly forget their reservations and become very involved in sand and water play. A few well-chosen resources provide many opportunities for children to investigate filling and emptying containers as they learn about these mathematical concepts. Children develop strong communication and language skills both in their home language and in English. For example, they share interactive books, sing action songs and converse with the childminder. She asks children relevant questions to encourage them to think things through and she gives them space to try things out for themselves. This, for example, helps children develop independent thought and ideas.

Personal development, behaviour and welfare are good

Children are encouraged to become independent as soon as they are able. For example, children peel and slice their own fruit for snack time and pour drinks for themselves. They develop confidence in their own abilities and are motivated to keep trying as the childminder praises them for their efforts, for example. Children learn about the diverse world around them as they have opportunities to explore clothes from other cultures and read about people different to themselves, for instance. The childminder teaches children that healthy food and being active is important for their overall development and they have daily opportunities for physical play. Children's behaviour is good and the childminder shows them how to be kind and caring towards one another.

Outcomes for children are good

Children make good progress. They are confident and make choices about what they want to do. Children learn about the sounds of words and count and sort when reading and handling a wide range of books, for example. They are curious about the world around them and develop well physically. This prepares them well for future learning.

Setting details

Unique reference number	EY334362
Local authority	Camden
Inspection number	1048946
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	30 May 2013
Telephone number	

The childminder registered in 2006. She lives in the Swiss Cottage area in the London Borough of Camden. The childminder operates her service full time, all year round. She has an appropriate early years qualification.

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