

Childminder Report

Inspection date

1 March 2016

Previous inspection date

22 January 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

- The childminder talks to the children and involves them in interesting conversations. She helps children to make choices for themselves. Children develop good communication skills. They listen and respond to the childminder, who praises them for using their words to extend their language.
- The childminder has strong partnerships with parents and other professionals and uses these well to meet children's needs. They regularly share information about the children's progress and agree on the next steps in their learning. This helps children to continually make good progress in their learning and development.
- The children's personal and emotional development is very well supported by the childminder. She provides gentle and thoughtful care to children in a safe, homely environment.
- Children are making good progress from their starting points, and they are consistently building on their learning skills.

It is not yet outstanding because:

- The childminder does not make the best use of all opportunities to encourage children to see and use numbers, to build on their mathematical development as much as possible.
- The childminder does not use all opportunities to strengthen further children's understanding of their own health and to encourage a healthy lifestyle.

What the setting needs to do to improve further

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

- strengthen opportunities for children to learn about mathematical concepts, such as numbers and sizes, during their play
- develop opportunities for children to understand about a healthy lifestyle even further.

Inspection activities

- The inspector and childminder discussed the systems she uses to observe and record children's progress, and the documents she uses to support her work.
- The inspector completed observations of the children as they were engaged in activities with the childminder.
- The inspector looked at the rooms and resources the children use.
- The inspector discussed with the childminder her systems of self-evaluation, and how she uses these to improve her childcare practice.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in protecting children from harm and keeps her knowledge up to date. She is secure in her knowledge of the reporting procedures if she has any concerns about children in her care. The childminder effectively evaluates the quality of her provision and considers ways to improve her practice. For example, she has attended training which has had a positive impact on how she organises activities for children in her care. The childminder uses her thorough observations and assessments to plan for the next steps in children's learning. The childminder knows the professionals to approach to help address any concerns she may have about children's progress.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and knows the children well. She has high expectations of the children and what they can achieve. She actively promotes a good balance of planned and child-led activities that challenge their interests. Children make informed choices about their play and are thoroughly supported by the childminder. For example, when children choose to play in the sand, the childminder helps them to explore this, looking for shells and pebbles. The childminder helps the children to use their language skills. For example, she asks them what they can hear when they hold a shell to their ear. The childminder plans and supports children's progress well across all areas of learning. For example, while making Mother's Day cards, she helps children to develop their creative skills, such as by helping them choose the materials they use to decorate the card.

Personal development, behaviour and welfare are good

Children are very confident and self-assured in the care of this enthusiastic childminder. She responds happily to children's requests and promptly meets their individual welfare needs. The childminder has a good knowledge of the children's interests and their development. This effectively helps to support children's feeling of self-worth. The childminder uses her knowledge of children to help her to sensitively and effectively manage their behaviour. Children are developing an understanding of how to care for themselves, such as through practical experiences. For example, planting bulbs for Mother's Day leads to conversations about what the bulbs need to grow.

Outcomes for children are good

Children develop an understanding about their own and other people's feelings. They are developing their communication skills; for example, they enjoy talking to the childminder about the fun activities they are involved in. Children make good progress in their learning from their starting points, and gain the skills they need for their future learning.

Setting details

Unique reference number	EY336901
Local authority	Camden
Inspection number	828294
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	22 January 2010
Telephone number	

The childminder registered in 2006. She lives in the London Borough of Camden. The childminder operates on a part-time basis, from Monday to Saturday, for most of the year.

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