

Childminder Report

Inspection date

6 March 2017

Previous inspection date

18 March 2014

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

- Partnerships with parents are successful. For example, the childminder shares regular information with the parents and fully involves them in their children's development, which enables them to contribute effectively to their ongoing learning opportunities.
- The childminder creates an interesting, safe environment for the children to explore and in which to learn. For example, children can make choices about their play and confidently ask for different activities with which to play.
- Children make good progress from their starting points. The childminder plans a range of activities that inspires them to learn. The children show good levels of interest. For example, they are delighted to explore leaves and pasta to find dinosaurs. They laugh as they try to eat the dry pasta.
- The childminder works in a strong team with her husband, who is also a registered childminder. They both access a range of training experiences that they share to benefit the children in their care.

It is not yet outstanding because:

- On occasions, the childminder does not develop firmer links with other providers, such as schools and nurseries, to support children's learning and care opportunities even further.
- Sometimes, the childminder does not make full use of the outdoor area, particularly to enhance learning opportunities for those children who prefer learning outdoors.

What the setting needs to do to improve further

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

- develop further partnerships with schools and nurseries to broaden children's learning opportunities as much as possible
- review the range of learning opportunities for children in the outdoor environment to help increase their learning 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 looked at the rooms and resources the children use.
- The inspector completed observations of the children as they engaged in activities with the childminder.
- The inspector read comments from parents made available at the inspection.

Inspector

Julie Biddle

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her child protection responsibilities. She knows how to recognise the signs and symptoms that may relate to a welfare concern about a child, and is confident in her role in reporting her concerns. The childminder evaluates her work well. For example, she attends training and uses websites to acquire new ideas for exciting learning opportunities for the children, and to keep her teaching skills up to date. The childminder observes and assesses children's progress and knows them well. She uses her knowledge to offer challenging activities and to identify any areas where extra support may be needed. Her effective use of planning and teaching helps to close any gaps in their learning.

Quality of teaching, learning and assessment is good

Children are pleased and motivated to learn with the childminder, who plans activities that are fun and support their learning. For example, children enjoy playing with modelling dough. The childminder uses this experience to encourage children to use their senses, asking them to think about the colour and the smell of the dough. Children laugh when they decide it smells of 'cake'. The childminder gives the children simple clues until they remember the dough smells of strawberries. The childminder talks to the children about the colour of the dough and asks what else they can see that is red. Children are pleased to play in the garden and the childminder further supports their learning. For example, she asks them to think about the weather and what clothes they need to wear.

Personal development, behaviour and welfare are good

Children are secure and happy in the care of this childminder. She knows and respects home routines and works with parents to support these. Children are confident and make their needs known to her. The childminder responds with kindness, offering comfort and support to children, such as those who are feeling sad or less sure of themselves. The childminder helps the children to understand about turn taking with simple ideas and encouragement. She supports them further to manage their own behaviour. For example, she diverts them from unwanted behaviours by offering other ideas for play. The children have exciting opportunities to learn about themselves and others, such as cooking special foods and creating cards to share with others.

Outcomes for children are good

Children make good progress and use their developing language skills well. For example, they know how to request help when they need it. They effectively build on their understanding and use such opportunities to practise their words. Children develop useful skills that help to prepare them for their next steps in learning and eventual move to school.

Setting details

Unique reference number	EY356591
Local authority	Harrow
Inspection number	1068833
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	18 March 2014
Telephone number	

The childminder registered in 2007 and lives in the London Borough of Harrow. She cares for children all day on Monday to Friday, throughout most of the year. The childminder works with her husband who is also a registered childminder. She receives funding to provide free early education for children aged two, three and four years.

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