

Childminder Report

Inspection date

2 June 2016

Previous inspection date

11 February 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 has made significant improvements since her last inspection. She has completed all the actions and recommendations and has made a clear and accurate self-assessment of what she does well, and where she can make further developments to help improve children's outcomes.
- The childminder has a wide range of toys and resources that match children's individual interests. Children develop confidence and learn to be independent, for example, as they choose toys for themselves and use the resources freely.
- The childminder and her assistant have a warm and sensitive manner. They are good role models and provide children with regular praise and encouragement. Children behave well. They are considerate, respectful and tolerant, and play harmoniously together.
- Partnerships with parents are good. The childminder exchanges detailed information about children's care and learning and how this can be supported at home. Parents comment that they are extremely happy with the care the childminder provides.

It is not yet outstanding because:

- The professional development of the childminder and her assistant is not always precisely targeted to raise the quality of teaching to the highest level.
- Occasionally, the childminder or her assistant expect children to reply to questions too quickly, before children have had enough time to think about how they are going to respond.

What the setting needs to do to improve further

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

- make the best use of professional development opportunities to help take teaching skills to the highest level, so that children make even more rapid progress
- ensure that children have appropriate time to think about questions and respond to them, to develop their thinking and language skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the childminder and discussed the outcomes of an activity with her.
- The inspector took into account the parents' views.
- The inspector sampled documentation, children's records, planning and assessments, and checked the suitability of the childminder, the suitability of her assistant and of all other household members.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are confident about the action to take to safeguard and protect children and keep them safe. Risk assessments and daily checks of the premises, and for outings, are thorough. The childminder supports her assistant well and regularly reviews her practice and engagement with children. They talk to parents very frequently to keep them updated about their children's progress and they have made useful links with other professionals involved in children's care and learning. Parents' feedback indicates that they appreciate the advice and guidance offered to them and feel involved in their children's learning. The childminder seeks the views of parents about the service they receive. This enables her to make positive changes and to develop and improve her practice further.

Quality of teaching, learning and assessment is good

The childminder and her assistant join in with children's play experiences and generally use questioning well to develop children's thinking. The childminder monitors children progress by regularly tracking their development and she plans effectively for their individual learning. Both she and her assistant recognise how children's needs change as they develop and they use resources effectively to support each stage of development. For example, babies and young children enjoy the sensory experience of playing with various sizes of balls in baby lotion, exploring the texture in their hands and squishing it between their fingers. Children enjoy a variety of activities that provide opportunities for them to practise and develop their mathematical skills. For example, they count and measure during a planting activity. Children show high levels of self-control and concentration during activities.

Personal development, behaviour and welfare are good

The childminder and her assistant support children to play alongside others and to develop social skills, such as sharing with each other. They consistently praise children's efforts and achievements, to help children grow in confidence and self-esteem. Children's good health and understanding of safety are effectively supported. For example, they are provided with healthy snacks and have regular opportunities to be active through physical play, where they learn to manage risks, both in the childminder's garden and on outings. Children are well supported to follow good hygiene routines and their personal care needs are well met. Children have access to resources that reflect diversity and which contribute to children's understanding of the wider world.

Outcomes for children are good

Children are making good progress in all areas of learning. They learn to be independent as they contribute to daily routines and make choices about everyday activities. They are keen, confident and motivated to learn. Children learn to listen and are engrossed for long periods of time. They develop the important skills and attitudes needed for the next stage in learning, including school.

Setting details

Unique reference number	EY392302
Local authority	Hackney
Inspection number	1049213
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 February 2013
Telephone number	

The childminder registered in 2009. She lives in Stamford Hill in the London Borough of Hackney. She works with an assistant and operates her service all year round from 9am to 2pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification.

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