

Childminder Report

Inspection date

21 January 2016

Previous inspection date

30 November 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 has high expectations for her practice. She is keen to provide a quality learning environment for children, where all children make good progress. She regularly reflects on her practice to identify areas for improvement.
- The childminder uses assessments effectively to monitor children's development. She plans interesting and engaging experiences for children, with support from her assistant, and motivates children to learn.
- Children are confident and enthusiastic. They benefit from the warm and caring environment that the childminder creates for them to flourish.
- Children learn about the importance of keeping themselves healthy, such as through the food choices they make and by participating in the physical activities.
- Children make good progress from their starting points regardless of their age or background. They learn how to socialise with others and communicate their needs, which helps to prepare them for school.

It is not yet outstanding because:

- At times, the childminder does not always organise some activities to help children develop their concentration skills and have space to explore their play ideas fully.
- The childminder misses opportunities to consider further ways in which she can involve all parents more fully in their children's development.

What the setting needs to do to improve further

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

- develop further the organisation of daily activities, particularly to increase children's concentration skills and make better use of space so they can explore fully
- continue to explore further ways to involve all parents fully in their children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and the impact this had on children's learning.
- The inspector interacted with 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, planning documentation and a range of other documentation, including the childminder's policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Michelle Bassani

Inspection findings

Effectiveness of the leadership and management is good

The childminder manages her practice efficiently. She implements all necessary policies and procedures, which she uses to underpin her already good practice. Safeguarding is effective. The childminder understands what to do to keep children safe. She ensures her assistant is aware of the possible signs that may indicate a child being at risk, including what action to take if they have any welfare concerns. The childminder has a good understanding of the requirements. She is committed to developing her understanding and skills further and seeks the same for her assistant. She achieves this through various means, such as by accessing training, holding discussions with her assistant and consulting other professionals to share good practice.

Quality of teaching, learning and assessment is good

The childminder observes children during their play to identify their learning needs, which enables her to assess their progress and close any emerging gaps. The childminder develops good partnerships with parents and generally shares children's learning with them. She provides children with good opportunities to develop their communication and language skills, and physical development. Children learn to perfect their listening skills, for example, they follow instructions to play their musical instruments loudly or softly, or join in when reading favourite stories. Children have opportunities to develop their physical skills, such as their hand-to-eye coordination, for instance, while playing ball games or building with wooden blocks. Children effectively develop their early reading skills. For example, they recognise their name label when hanging up their coats.

Personal development, behaviour and welfare are good

Children form secure attachments to the childminder and her assistant, which promotes their emotional well-being and their sense of security. The childminder gives children opportunities to share their opinions and make choices about what they want to do, such as whether they want to play a game or do some drawing. They learn to respect each other's decisions if different to their own. Children understand how to share and take turns. They generally behave well and are caring towards one another. Children take part in activities that celebrate other cultures, faiths and people, and learn about the wider world around them. Children learn to manage their personal care needs and understand the importance of following hygiene practices, such as washing hands before eating.

Outcomes for children are good

All children make typical progress for their age considering their starting points. They learn to become independent learners, developing good skills in mathematics and early literacy. Children show they are ready for the next stage in their learning.

Setting details

Unique reference number	EY410161
Local authority	Brent
Inspection number	831821
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	11
Number of children on roll	9
Name of provider	
Date of previous inspection	30 November 2010
Telephone number	

The childminder registered in 2010. She lives in Wembley, in the London Borough of Brent. The childminder operates five days a week, during term time only. She has an appropriate early years qualification and employs an assistant. The childminder is in receipt of funding to provide free early education for children aged two, three and four years.

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