

# Childminder Report

**Inspection date**

12 December 2016

Previous inspection date

23 October 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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**

- Children bond easily with the childminder and her assistants and settle well. Adults are warm and affectionate to the children, and the environment is nurturing and homely.
- Children enjoy joining in with the enjoyable activities and they make good progress in their learning and development.
- Children behave well in the setting. The childminder sets clear and consistent boundaries. She gives frequent praise to boost children's self-esteem. This helps to encourage positive behaviour and children feel safe, reassured and confident.
- The childminder works closely in partnership with parents from the beginning. She gathers information about the children's development on entry and involves parents in children's continued learning. For example, she gives parents daily reports about their children's progress and encourages them to give their views.
- The childminder observes and monitors the practice of her assistants and evaluates the effectiveness of her provision. She takes account of parents' and children's views when making improvements to her setting and practice.

**It is not yet outstanding because:**

- The childminder sometimes misses opportunities to encourage children to manage some everyday routine tasks they are able to do for themselves.
- Younger children are sometimes distracted during planned activities, and this leads to them missing some valuable learning opportunities.

## What the setting needs to do to improve further

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

- increase opportunities for children to develop their self-care skills and do more things for themselves
- review the organisation of planned activities to ensure that children of different ages can engage in meaningful learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the learning outcomes of a planned activity with the childminder.
- The inspector held discussions with the childminder and spoke to her assistants and the children.
- The inspector looked at relevant documentation such as self-evaluation, evidence of suitability and qualifications of staff, children's progress records, policies and procedures.
- The inspector took account of the views of parents by reading questionnaires and testimonials.

### Inspector

Jennifer Forbes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder provides a learning environment that effectively meet the needs of young children. She manages her setting well and gives close supervision and support to her assistants. They all work very closely together as a team and plan together to provide activities that overall take account of the next stages of development of all the children. The childminder seeks relevant and regular training opportunities for herself and her assistants and they use the skills they gain well to observe and monitor children's progress more carefully, for instance. Safeguarding is effective. The childminder and her assistants are fully aware of their responsibilities to protect children. The childminder has effective procedures for handling complaints and she ensures that she obtains updated information about safeguarding procedures from her local authority.

### Quality of teaching, learning and assessment is good

The childminder and her assistants carefully observe and assess children's progress to identify their learning needs and any gaps there may be in their development. They provide a good balance of structured activities and those freely chosen by children. They take account of children's interests and their identified learning needs when providing activities. For example, children look for their favourite animals buried in cereals. They enjoy the sensory feel and textures and are excited when they find a hidden toy. Adults encourage children to develop their physical skills as they scoop and pour, and fill and empty containers. As children make marks in the cereals, adults teach them about early writing and mathematics, and they talk about the shapes and marks they make.

### Personal development, behaviour and welfare are good

The childminder and her assistants help children to develop their physical skills such as in the garden and on daily outings. Children learn the benefits of fresh air and exercise. They learn about the food they eat and which foods are best for their health. The childminder and her assistants teach children to care for each other, to respect other people and to speak politely. The childminder structures her day to ensure the children's routines are followed and they have plenty of time for nappy changes and sleep. Children find out about the world around them such as when they take trips out into the local community. They socialise with other children and adults and learn how relate to others.

### Outcomes for children are good

Children make good progress in their learning. They choose their own books for the childminder to read with them, developing an interest in stories from an early age. Older children count objects and recognise numbers. They develop good communication and language skills and learn mathematical words such as 'bigger' and 'smaller'. These activities prepare children well for future learning and school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY455281                                                                          |
| <b>Local authority</b>             | Islington                                                                         |
| <b>Inspection number</b>           | 1063128                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 3                                                                             |
| <b>Total number of places</b>      | 18                                                                                |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 23 October 2013                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2013. She lives in the London Borough of Islington. The childminder operates her service Monday to Friday from 8am until 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with two assistants.

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