

Childminder Report

Inspection date

7 March 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 reflects on her provision well. She uses knowledge and skills gained through training, networking and research to further enhance her strong teaching skills.
- The childminder regularly monitors and evaluates the impact her teaching has on children's learning. She adjusts plans to meet children's individual needs.
- Children make good progress. The childminder actively encourages children to take the lead and challenges them effectively to meet their interests.
- Children learn to speak confidently and listen attentively. The childminder uses her good communication and language skills consistently well in conversations with the children to guide their language development effectively.
- The childminder encourages children to try things out themselves and guides them only when necessary. Children of all ages are motivated to be self-reliant. They experience a broad range of physical activities and develop their muscle control.
- The childminder forges very positive relationships with the children so they feel emotionally safe and secure. She also works closely with parents to involve them in their children's learning and to continue learning at home.

It is not yet outstanding because:

- The childminder does not always clearly identify the areas that need the most attention in each child's learning, and target these precisely to fully support the best outcomes for all children.

What the setting needs to do to improve further

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

- target precise areas for further development more effectively, to help children make the best possible progress in their learning.

Inspection activities

- The inspector observed activities in the childminder's home, and the impact her teaching has on children's development.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector carried out a shared observation with the childminder.
- The inspector took account of parents' views in questionnaires made available during the inspection.
- The inspector looked at children's records, including tracking charts and observations, alongside planning, policies, procedures and a range of other relevant documentation.

Inspector

Liz Kissane

Inspection findings

Effectiveness of the leadership and management is good

The childminder has secure knowledge of all areas of learning. She provides a good range of practical and creative activities for children's all-round development. For example, children create patterns as they fit shapes together and make a path. Young children concentrate on how to keep their balance within the boundaries of the path between plastic-box constructions. The childminder regularly monitors and reviews her practice. She closely observes children during activities and accurately assesses their progress. Through research, she is currently revising how she tracks children's progress. She recognises she can improve her assessment process in pinpointing what each child most needs to learn next. Safeguarding is effective. The childminder understands safeguarding procedures well and follows them closely to promote children's welfare and safety. She is alert for signs that indicate a child may be at risk, and knows how to report concerns.

Quality of teaching, learning and assessment is good

The childminder promotes children's development well and makes good use of her high-quality resources. For example, young children have fun learning to open and close different fasteners, such as poppers and zips, developing their hand muscles as they work towards holding a pencil. This also leads to them learning how to dress and change clothes successfully. Children gain independence across many areas of learning. For example, they learn mathematical skills, such as counting, naming and comparing sizes. When the childminder asks questions, she prompts children to think things through for themselves. She gives children time to think before guiding them.

Personal development, behaviour and welfare are good

The childminder fosters good behaviour and attitudes in a welcoming and highly stimulating environment. The play areas are orderly and tidy, which make it easy for children to make choices. Children happily join in and tidy up at the end of each activity. Younger children watch and join in with older children, for example as they lay the table for lunch and scrape plates into the food-waste bin. The childminder uses her good knowledge of child development to meet young children's care needs effectively. She provides healthy food options and discusses the benefits of these with children during snack time. Children learn to make good choices that promote healthy lifestyles.

Outcomes for children are good

Children are well prepared for the next stage in their learning and eventual move to school. They develop a good range of skills and enjoy playing with others. Children learn to tolerate differences well as they build a growing understanding of others.

Setting details

Unique reference number	EY456616
Local authority	Brent
Inspection number	935744
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2013. She lives in the London Borough of Brent. The childminder is available to care for children from 8am to 6pm, from Monday to Friday, throughout most of the year. The childminder offers 'attachment parenting family' principles and follows Montessori and Waldorf/Steiner philosophies. The childminder holds a relevant early years qualification at level 3.

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