

# Childminder Report

<b>Inspection date</b>	21 March 2018
Previous inspection date	10 December 2015

<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 have developed a strong attachment with the childminder, she is kind and cares for them well. Children are looked after well by the childminder.
- The childminder has a good understanding of the early years foundation stage. She develops activities based on children's next steps in learning and interests.
- The childminder has developed good relationships with parents. The childminder works with parents to establish children's starting points, to plan for future learning and development.
- The childminder receives guidance from her local authority to make improvements to her provision for children in her care.
- The childminder provides a stimulating environment for children. There are a wide range of resources for children to choose from. Children make good progress.

### It is not yet outstanding because:

- The childminder does not fully consider how she can differentiate her teaching to ensure that babies are as consistently well challenged and stimulated as the older children, particularly during adult-led activities.

## What the setting needs to do to improve further

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

- set high expectations and ensure babies are well challenged, particularly during planned activities with older children.

### Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector observed activities arranged by the childminder, and activities children chose independently.
- The inspector sampled the childminder's documentation, including her policies and procedures.
- The inspector held discussions with the childminder and the children.

### Inspector

Soni Chana

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of the possible signs and symptoms of abuse. She knows what to do if she has any concerns about a child's welfare. She conducts daily risk assessments of her home and any other environments children may visit. The childminder attends training and uses her up-to-date knowledge to provide good-quality experiences for children in her care. The childminder has links with the local authority and regularly meets with other childminders in the area to share practice ideas. The childminder monitors children's development effectively. She is reflective of her service and considers what she can do to improve her practice.

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

The childminder knows the children in her care well. She is organised and ensures that children have a wide range of activities to choose from. The childminder undertakes observations and assessments accurately, to determine next steps in children's learning. She shares information about children's development and speaks to parents regularly. Children develop consistency in their learning. Older children enjoy playing with play dough. They use their small-muscle skills as they mould, roll and cut shapes out of dough. Children use their imagination well. They play games to guess what is in the box, and while pulling out a frog, children make frog sounds and jump up and down.

### Personal development, behaviour and welfare are good

Babies receive lots of cuddles, affection and praise from the childminder. She is gentle and caring with them, the children are happy in her care. Older children enjoy playing games together and reading books. The childminder is a good role model. She is calm and clear with her expectations of children's behaviour. The childminder supports children's physical development. They visit a forest nursery once a week and experience other local parks and playgroups. This supports children's physical skills and social interaction, where they develop opportunities to make friends of their own age. Children lead healthy lifestyles; the childminder supports healthy eating routines, and babies and older children eat and drink independently. They learn how to manage risk as they crawl down steps into the kitchen area.

### Outcomes for children are good

All children make good progress from their starting points in learning. For example, during the inspection, children enjoy a music-and-movement session, where they clapped and move independently to the rhymes and music. Babies learn to crawl, walk and explore their environment with ease. Children learn to investigate objects and listen to the childminder's instructions well. Children put on hats and carry small bags, which they fill with small toys. Older children are confident communicators and speak to adults about the contents of their bag. Children develop the necessary skills for the next stage in their learning, including their move on to nursery and school.

## Setting details

<b>Unique reference number</b>	402757
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1128201
<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>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 December 2015
<b>Telephone number</b>	

The childminder registered in 1992. She lives in Clapton in the London Borough of Hackney. The childminder operates on Monday to Friday, all year round. She holds a relevant early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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