

Childminder report

Inspection date	14 December 2018
Previous inspection date	12 March 2013

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	2
Effectiveness of 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 carefully and consistently reflects on the service she provides. She gathers the views of her assistants, the parents and children. The childminder uses this information to drive forward improvements.
- The childminder focuses on her professional development. She uses the skills and knowledge she gains effectively, for example, to support children's creative development. She improves children's outcomes well.
- Children are happy, settled and say they enjoy the time they spend at the setting. The childminder and her assistants have a warm and caring approach. They support children's emotional well-being.
- Resources are interesting and easily accessible. They support all areas of learning. The childminder encourages children to become independent and self-motivated learners.
- The childminder makes detailed and regular observations of children's learning. She uses them effectively to identify what children need to learn next.
- Information collected about what children know, and can do, when they join the setting is not used as effectively as possible to establish accurate starting points.
- The childminder does not consistently recognise when to provide children with more time to think about and express their own ideas.

What the setting needs to do to improve further

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

- use information gathered when children join the setting more effectively to establish starting points for children's learning, to support sharply focused planning from the outset
- provide children with more time to express their ideas in their own words, to extend learning as fully as possible.

Inspection activities

- The inspector looked at the rooms, outside area and the resources used by the children.
- The inspector observed the children as they were engaged in a variety of activities.
- The inspector considered how the childminder reflects on her practice and the links she makes with parents.
- The inspector looked at a range of documents. She discussed with the childminder how she observes and assesses children's progress and the teaching and learning that took place.

Inspector

Ceri Callf

Inspection findings

Effectiveness of leadership and management is good

The childminder and her assistants understand the signs and symptoms that may give them cause for concern about the welfare of a child in their care. They know the procedure to follow if they have any concerns. The childminder has made herself, and her assistants, aware of how to identify any children who may be at risk of being exposed to extreme ideas or behaviours. Safeguarding is effective. The childminder carries out regular risk assessments and uses these effectively to keep children safe. The childminder provides her assistants with the skills and knowledge they need to carry out their work, for example, through regular training.

Quality of teaching, learning and assessment is good

The childminder skilfully supports children's mathematical learning. Children think about shape and size during a wide variety of activities. For example, they excitedly talk about the shapes of the different fruit they eat at snack time. Children enjoy exploring the natural world. For example, they grow plants and learn about different animals, birds, insects and the weather. Parents praise the childminder and say that their children make good progress. They are given ideas about what they can do at home and children benefit from the continuity in their learning. The childminder supports children's physical development well. For example, children delight in moving in different ways as they balance, jump and roll.

Personal development, behaviour and welfare are good

Children enjoy carrying out simple, manageable tasks. For example, they ask to help to set out activities and eagerly join in with putting away resources when they have finished using them. Children benefit from exciting opportunities to learn about people who help keep them safe. For instance, they enjoy a visit from the local police. Children learn about the local community and people whose experiences may be different to their own during their regular local walks. The childminder constantly supports children's independence. Children behave well and are eager to learn.

Outcomes for children are good

Children are friendly, sociable and self-confident. They enjoy their learning. For example, children gasp with delight as they watch different coloured lights flashing in the dark during an exploratory activity. They excitedly use simple technology as they press buttons on resources to create a variety of sounds and movements. Children are persistent and practise new skills until they master them. For instance, they fit different puzzle shapes into a board and gain deep satisfaction when they achieve their goal. They use their emerging literacy to share books and stories with each other. Children are prepared well for the next stage in their learning, including school.

Setting details

Unique reference number	EY377569
Local authority	Harrow
Inspection number	10083014
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 March 2013

The childminder registered in 2008. She lives in Pinner, in Middlesex. The childminder operates her service on Monday to Friday from 8am to 6pm for 49 weeks of the year. The childminder is in receipt of funding for the provision of early years education for children aged three and four years. She holds a relevant early years qualification at level 3. The childminder works with assistants.

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