

<b>Inspection date</b>	25 March 2015
Previous inspection date	3 January 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder provides a wide range of books that support children with events in their lives, such as toilet training and moving to school. This supports their emotional well-being and confidence at times of change.
- The childminder uses various methods to involve parents in their children's learning. For example, she encourages them to complete observations of their children at home and to share information about their progress. This helps her to gain a wider picture of children's progress to identify and plan the next steps in children's learning accurately.
- The childminder promotes healthy lifestyles with children. She encourages them to talk about healthy options. Children regularly play and exercise in the fresh air and attend outdoor learning sessions where they explore the natural environment.

### It is not yet outstanding because:

- At times, the childminder does not fully support the children in developing their own ideas. For example, the childminder provides children with good resources to paint. However, she suggests putting paint where some of the children have left gaps. This does not fully support children to create freely using their own imagination.

## What the setting needs to do to improve further

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

- review how painting activities are organised to enable children to develop their own ideas and use their imagination to create their artwork freely.

### Inspection activities

- The inspector observed the childminder interacting with the children and the activities available.
- The inspector reviewed documentation including children's learning records, planning and the childminder's self-evaluation.
- The inspector looked at the toys, resources and equipment available for children's use.
- The inspector talked to the childminder and children at appropriate times during the inspection.

### Inspector

Lorraine Sparey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children are clearly motivated in their learning and make good progress. They actively participate in well-planned learning opportunities, which prepare them well for the next stage in their learning. Children listen with interest as the childminder reads a story. They cooperate well as they take turns to lift the flaps and identify the animals. The childminder encourages children to repeat words, which promotes their language development. They talk with interest about previous stories and make connections between them. Children are confident to make choices in their play and to ask the childminder to join in. They use a wide range of role play resources and the childminder encourages them to talk about what they are doing. She extends their learning by providing interesting resources, such as real fruit and vegetables. This promotes children's sensory development as they see, touch and smell the differences of them.

### **The contribution of the early years provision to the well-being of children is good**

The childminder builds strong relationships with the children. She implements good settling-in procedures and as a result, children are confident in her care. The childminder meets children's emotional needs well. She displays children's artwork and photographs, which provide a welcoming environment that promotes children's strong sense of belonging. Children learn about safety through discussions. For example, the childminder asks children to tidy the toys away, explaining that they can then dance safely. The childminder is a positive role model to children and as a result, they behave well. Children develop good self-care skills and confidently ask the childminder to use the bathroom.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has secure knowledge of the safeguarding and welfare requirements. She provides a safe and secure environment and completes detailed risk assessments. This enables her to keep children safe in the home and when on outings. The childminder has a good understanding of her responsibilities to safeguard children. She has a secure knowledge of the procedures to follow should she have concerns about a child's welfare. The childminder is committed to training and uses the information she gains well to benefit children. For example, she recently attended a course on promoting children's language. As a result, she has changed how she talks to the children and recognises the importance of repetition. The childminder has good systems to monitor and evaluate her provision. She has addressed the actions and recommendations set at her last inspection, and shows a strong commitment to continuous improvement.

## Setting details

<b>Unique reference number</b>	EY428402
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	816635
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 January 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She lives in the London Borough of Lambeth. The childminder has a Level 3 qualification in childcare and holds Early Years Professional Status.

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