

Childminder Report

Inspection date	25 June 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Overall, the quality of teaching is good. The childminder ensures a good balance between activities she plans and play children choose for themselves. Consequently, children engage in a range of learning experiences that helps them to make steady progress in their learning.
- Children are confident as they freely choose and use resources available in the environment. Consequently, they are happy and enjoy what they do.
- The childminder provides nutritious snacks for children and regular opportunities for them to exercise and develop their physical skills. This effectively promotes children's good health and well-being.
- The childminder continually reflects on her practice to raise outcomes for children. She seeks the advice of local authority co-ordinators and parents in identifying weaknesses in her practice in order to develop action plans to improve and raise the quality of teaching and outcomes for children.
- The childminder ensures children's safety through her secure knowledge of safeguarding. This helps to protect children's well-being.

It is not yet outstanding because:

- The childminder does not always make full use of every day routines to further promote children's physical skills and independence.
- There are fewer opportunities for children to develop an understanding of tradition and culture around the world to learn to value differences.

What the setting needs to do to improve further

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

- enhance the use of daily routines to promote children's physical skills and independence
- strengthen opportunities to develop children's understanding of diversity so they learn to value differences in the world around them.

Inspection activities

- The inspector observed the children and their interactions with the childminder.
- The inspector observed a sample of documents, including policies and procedures and children's developmental records.
- The inspector spoke to parents to take account of their views.
- The inspector held discussions with the childminder when appropriate.

Inspector

Geetha Ramesh

Inspection findings

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

The childminder knows the children well and plans activities to suit their individual learning needs. As a result, children make good progress in their development towards the early learning goals. Children enjoy sharing their play experiences with the childminder. For example, older children set up a till and invited the childminder to buy from their play shop. They used their imagination to play the role of the shop keeper. The childminder pretended to pay money for her shopping and children pretended to give change. This promotes children's mathematical development. Younger children develop their understanding of the world as they explored electronic equipment. For example, they pressed buttons on the toy bus and observed the effect of flashing lights and sounds. The childminder sang a simple song to extend their learning further and children joined in. This builds on children's communication and language skills. Therefore, the childminder helps to prepare them for their move to school.

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

The childminder is friendly and caring in her interactions with children. Therefore, children form trusting relationships with her, which has a positive impact on their emotional well-being. The childminder offers lots of praise to acknowledge children's achievements. Consequently, this motivates them and develops their self-esteem. Children learn to care for the environment as they work as a team to tidy up after play. Therefore, children learn to share and play well. The childminder regularly shares information with parents to update them of their children's day and encourage them to continue children's education at home. This helps to promote continuity of their care routines, learning and development.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She makes good use of guidance documents to monitor children's development. This helps her to effectively identify any gaps in their learning and plan for improvements. Furthermore, she continually reflects on her training needs to raise the quality of teaching. For example, she plans to attend further training to develop her use of observation and assessment. Therefore, further strengthening her skills in planning precisely for children's learning. Consequently, she effectively meets individual children's learning needs. The childminder completes regular fire drills with children to ensure they are familiar with the procedures to follow in the event of an emergency. This helps to keep children safe.

Setting details

Unique reference number	EY411158
Local authority	Southwark
Inspection number	725105
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2010. She lives in the London Borough of Southwark with her mother and sister who work together as co-childminders. She has a level 3 qualification in childcare. She provides childcare all day for most part of the year.

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