

Childminder Report

Inspection date

4 September 2015

Previous inspection date

4 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder and her assistants provide a calm and welcoming learning environment where children feel safe and secure. As a result, children are confident to ask for help or support.
- The childminder promotes inclusion and equality of opportunity both within her good practice and during the activities that she plans for children. For example, she uses a variety of learning styles and strategies. This enables children who have a short concentration span and those who speak English as an additional language to make good progress and catch up quickly.
- The childminder plans and provides good learning experiences to help children understand about different people, communities and their traditions. This effectively promotes children's understanding of diversity in our society.
- Parents are positive about the reliable service and the valuable support they receive from this caring childminder.
- The childminder regularly assesses the practice of her assistants to ensure they promote children's care and meet their learning needs effectively.

It is not yet outstanding because:

- The childminder does not always use questioning well enough. This does not fully extend or enable the most able children to further promote their communication and language skills and their understanding of the world.

What the setting needs to do to improve further

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

- strengthen the use of questioning to fully extend and enable the most able children to further promote their communication skills and their understanding of the world.

Inspection activities

- The inspector observed the childminder, her assistants and children playing inside and outdoors.
- The inspector sampled the policies, procedures, risk assessments and children's development records.
- The inspector discussed the childminder's procedures to safeguard children and her process for reflecting on her practice. She also spoke to her assistants at appropriate times during the inspection.
- The inspector took into account the views of parents and children.
- The inspector discussed the self-evaluation form with the childminder.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

The childminder fully understands the requirements of the governing of her practice. She continually monitors children's progress, resulting in good outcomes for children. The childminder supervises her assistants regularly and gives them positive feedback on how to improve their practice. She encourages them to attend training courses to improve their skills. Safeguarding is effective. The childminder takes effective steps to ensure that children are safe in her care and is very clear about the procedures to follow should a concern arise. The childminder keeps parents regularly informed about their children's learning, personal development and well-being; this promotes consistency in children's development. She reflects on her practice, taking into account the views of parents, children and professionals; this enables her to continually improve the quality of her provision.

Quality of teaching, learning and assessment is good

The childminder and her assistants plan a broad range of exciting and stimulating learning opportunities for children, both in the home and in the local community. This further enriches children's learning and gives them the opportunity to have plenty of fresh air and to socialise with other children. The childminder receives regular information from parents related to what their children know, can do and need to learn next. She uses this information with her on-going observations to plan activities to meet the needs of all children. The childminder promotes children's creativity as children take part in a variety of activities, which encourages them to explore and learn. For example, they use water, sand and paint, and are able to describe what they see and feel.

Personal development, behaviour and welfare are good

Children develop positive relationships with the childminder and her assistants. Following training about behaviour management, the childminder and assistants skilfully teach children about how to behave respectfully. For example, children learn what is right and wrong, how to share resources fairly and to take turns in order to promote their social skills. The childminder provides nutritious and well-balanced meals to help children adopt healthy eating habits. Through regular emergency evacuation drills, the childminder discusses the purpose and the importance of this to their health and safety.

Outcomes for children are good

All children make good developmental progress. Children learn to be independent. For example, younger children learn to practise putting on their coats and shoes to develop their confidence. Older children learn to develop the necessary skills to solve problems as they explore different colours, shapes and sizes around them. As a result, children develop good foundations for future learning.

Setting details

Unique reference number	155035
Local authority	Westminster
Inspection number	841957
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
Name of provider	
Date of previous inspection	4 March 2011
Telephone number	

The childminder registered in 2001. She lives in Maida Vale, in the London Borough of Westminster. The childminder cares for children all day, Monday to Friday, throughout most of the year. She works with two assistants and both hold level 2 childcare qualifications.

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Piccadilly Gate
Store St
Manchester
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