

# Childminder Report

## Inspection date

7 December 2015

Previous inspection date

11 November 2011

<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

- The childminder uses feedback from discussions with her co-childminder, assistant, parents and children to help her evaluate her practice. She makes changes that benefit the children, such as by improving the resources available. Children choose what they want to play with and are enthusiastic to try out activities.
- The childminder has improved her systems for monitoring children's progress. She uses information about children's starting points and interests to plan interesting experiences. Children make good progress in their learning.
- There are good partnerships with other professionals and settings children attend and move on to. Children gain confidence in coping with changes and are well prepared for the move into playgroup and school.
- Children form secure attachments with the childminder, her co-childminder and assistant. They know the children well and follow their home routines. This promotes their emotional well-being well.

### It is not yet outstanding because:

- Children do not always have plenty of time to respond to questions the childminder asks them to extend their thinking and speaking skills.
- Sometimes during joint activities, messages to children are unclear. Some children do not know what is expected and become distracted, choosing to play with other toys rather than join in with the group.

## What the setting needs to do to improve further

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

- offer children more time to think and respond to questions to extend their thinking and speaking skills further
- make sure children receive consistent message about what is expected of them to further encourage them to take part in group activities and the routines of the day.

### Inspection activities

- The inspector observed the childminder's interactions with the children in the house and play shed.
- The inspector took into account the views of parents through written testimonials and questionnaires.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder, co-childminder, assistant and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, planning and daily diaries.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has attended training and gained information about new government legislation and has shared this with her co-childminder, assistant and parents. She knows how to keep children safe and what to do if she has concerns about a child. Safeguarding is effective. The childminder makes sure she monitors her own practice as well as that of her co-childminder and assistant. They attend training opportunities to extend their knowledge of child development and to keep updated with any changes to requirements. For example, training about the progress check for children aged two years has helped her work more closely with other professionals. The childminder identifies continual improvements to enhance her provision. For example, she plans to improve the quality of experiences across all the areas of learning outside.

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

The childminder, co-childminder and assistant have high expectations for all children. The childminder uses accurate assessments to monitor children's learning. Children enjoyed sharing books with the childminder. She read a book to them about different people and talks about the similarities and differences they have. The childminder helps teach children to use their imagination and cooperate with each other. For example, she gave them the choice about which rhymes to sing and encouraged them to follow the actions. The children joined in with enthusiasm and sang a favourite rhyme, pretending to be sleeping then jumping up and making loud noises. This promotes their language and physical development well.

### Personal development, behaviour and welfare are good

The childminder's home is inviting. She follows the healthy lifestyles accreditation guidance with her co-childminder and acts as a good role model. For example, she provides healthy snacks, gives parents and children advice about healthy choices to put in lunchboxes and information about the importance of being active. Children learn to make good food choices and enjoy physical activities. She supports children to gain independence and self-care skills. For example, she helps children to use spoons to eat their lunch and to put aprons on for messy play activities. Children form secure attachments with the childminder. For example, they approach her for comfort when needing to sleep. Children behave well and are helped to share and take turns.

### Outcomes for children are good

Children are happy and contented. They use words and gestures to make their needs known. The childminder identifies when children need extra help and ensures they get the right support so that any gaps in children's development close quickly. Children are keen to learn and they are well prepared to move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY275090
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	837366
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 November 2011
<b>Telephone number</b>	

The childminder was registered in 2003. She lives in Tooting, in the London Borough of Wandsworth. The childminder regularly works with another childminder who holds a relevant qualification in childcare at level 3, and occasionally works with an assistant. She offers care all year round from 8am to 6pm. The childminder receives funding for the provision of free early education for children aged two, three and four years.

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