

# Childminder Report

**Inspection date**

7 December 2015

Previous inspection date

19 July 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 his qualifications well to plan good quality learning experiences for the children. Children are happy and keen to join in with different activities.
- Using information from training courses, the childminder has changed the way that he monitors children's learning and development. Information from parents and focused assessments help the childminder to know children's starting points and to plan activities that meet their needs and interests. Children make good progress in their learning.
- There are good relationships with other professionals and settings, and the childminder shares information with them. He discusses changes with children in ways that build their self-esteem and confidence, and help them cope with changes. Children are well prepared to move into playgroup and school.
- The childminder makes thorough evaluations of his practice. He effectively uses feedback from his co-childminder, assistant, children and the parents to make changes that benefit the children. He knows children and parents well, and meets children's needs well. Children form good attachments and settle well.

### It is not yet outstanding because:

- The childminder misses some opportunities when communicating with children to help them think and talk about what they are doing.
- 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:

- make the most of opportunities when talking with children to help them develop their thinking skills and make further progress in their learning
- make sure children receive consistent messages 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 in the 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 makes focused evaluations of his practice and monitors the provision well. He seeks the views of his co-childminder, assistant, parents and children to focus on improvements and changes that help the children. For example, a recent training course on sign language has helped children in the setting who are learning English as an additional language and starting to build their communication. The childminder's secure knowledge of the Early Years Foundation Stage enables him to promote children's developmental needs extremely well. He identifies when children may need extra help and plans experiences that meet their learning needs. He knows what to do in the event of child protection concerns about a child. The childminder shares his knowledge of new legislation with his co-childminder, assistant and parents. Safeguarding is effective.

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

The childminder monitors children's progress and plans for their development. Children experiment with drawing and writing. For example, they choose different colours to colour in pictures of robins, or create their own pictures of boats and trains. Children learn about how their actions affect others as they greet each other after nap times. The childminder reminds them to take care when offering hugs as not all the children are keen on them. Children develop their imagination and physical skills. For example, they mould and shape dough using cutters, rolling pins and their hands. Overall, the childminder promotes children's communication well. For example, children repeat new words when they show the childminder the dough shape and he tells them what it is.

### Personal development, behaviour and welfare are good

The childminder's home is safe and welcoming. The children readily turn to him for comfort or help if they are stuck. For example, when they have arguments over the toys, he offers sensitive solutions, reminding children to share and be kind to each other. Children behave well. The childminder takes children to visit other places and the local playgroup, where he has strong links. Children develop positive attitudes to others and to learning. These support their move into playgroup or school. The childminder has completed an accredited course for healthy lifestyles, which he and his co-childminder follow as good role models. He offers parents and children guidance about healthy food choices and being active. Children learn to make good food choices and enjoy physical activities.

### Outcomes for children are good

Children are happy and make good progress. They use words and gestures to make their needs known. They are developing good self-care skills, such as using utensils at lunchtime and trying to put on shoes when going outside. Gaps in development are closing as the childminder monitors children's progress and provides extra support when needed.



## Setting details

<b>Unique reference number</b>	EY421963
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	838789
<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>	19 July 2011
<b>Telephone number</b>	

The childminder was registered in 2011. He lives in the London Borough of Wandsworth. The childminder holds a relevant qualification in childcare at level 3. He regularly works with another childminder and occasionally works with an assistant. He 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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