

Childminder Report

Inspection date

5 January 2016

Previous inspection date

19 March 2010

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 encourages all children to express their views and preferences. For instance, young children use gestures to choose which fruit they would like to have for snack. Children are confident and settled in the childminder's care.
- The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She plans precisely for children, based on her observations and assessments of their progress. The childminder prepares them well for next stages in their learning and their move on to school.
- Children enjoy creative play. They develop their imagination, for instance, as they explore the kitchenette and toy food and act out real life experiences.
- Children learn to care for their personal needs. For example, they independently help themselves to water when they are thirsty and older children learn to change out of their uniform when they return from nursery.
- The childminder monitors children's progress effectively to identify gaps in children's learning. She works in close partnership with professionals and parents to support all children to make best possible progress.

It is not yet outstanding because:

- Occasionally, the childminder does not fully promote opportunities for children to interact with each other during play and routine activities.
- Children do not always have access to a wide range of resources to develop their curiosity to explore the use of technology.

What the setting needs to do to improve further

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

- review the organisation of activities to promote opportunities further for children to interact with each other during play
- strengthen opportunities for children to develop their curiosity in exploring the use of technology.

Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector took account of the views of parents and children.
- The inspector viewed a sample of documents including children's learning records.
- The inspector held discussions with the childminder as and when appropriate.
- The inspector viewed the childminder's self-evaluation and discussed this with her.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibility to protect children and she knows what to do if she is concerned about their well-being. The childminder values the views of parents and evaluates her performance effectively to plan for improvements. She shares ideas with other childminders to make positive changes to her provision to continually improve the outcomes for children. The childminder has completed training to support children with speech and language difficulties. She is able to apply her knowledge and skills well to improve learning opportunities for all children. She shares information effectively with other settings that children attend. For instance, she views their planning and provides further activities at her setting to enable children to continue their learning. She understands her responsibility to complete progress checks for two-year-old children.

Quality of teaching, learning and assessment is good

Children eagerly explore the resources and enjoy sharing their experiences with the childminder. For example, they enthusiastically made shapes with playdough. The childminder stimulated their enjoyment further, for instance, as she showed them how to press out play dough hair with a mould. They smiled and had fun as they snipped the dough hair with play scissors. The childminder introduced concepts such as long and short as children explored, which strengthens their mathematical knowledge. Children develop their early reading and writing skills. For instance, the childminder introduces letter sounds as they practise writing their name.

Personal development, behaviour and welfare are good

Parents express the view that their children are eager to come to the childminder's setting. Children form close relationships with the childminder. They learn about the wider community, for instance, as they explore toy models of people with disabilities. They behave well and learn to use polite words with little prompts from the childminder. Children get fresh air during regular outings such as walks to local amenities and parks and as they exercise in the childminder's garden. The childminder models the importance of a healthy diet, for example, by providing children with healthy snacks and meals. Children develop an early understanding of how to keep themselves safe. For example, the childminder teaches them to look and listen and to follow instructions carefully before crossing the road.

Outcomes for children are good

Children make good progress from their starting points and develop skills that equip them for future learning. The childminder plans well for their unique needs and children flourish in a happy environment.

Setting details

Unique reference number	140029
Local authority	Lambeth
Inspection number	841403
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19 March 2010
Telephone number	

The childminder registered in 2001. She lives in the London borough of Lambeth. The childminder holds a level 3 childcare qualification. She provides childcare all day on weekdays for most of the year.

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