

# Childminder Report

**Inspection date**

5 February 2016

Previous inspection date

24 February 2012

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder works in effective partnership with parents. She takes on board their suggestions and involves them well in their children's learning
- Children learn through a wide variety of activities and experiences, linked to their interests. The childminder promotes respect for the children's home lives and experiences. For example, she learns key words in the children's home languages and uses them with all of the children.
- Children learn about the lives and cultures beyond their own experiences. For example, they engage in activities to celebrate festivals and celebrations, such as Chinese New Year.
- The childminder supports children's well-being. She provides healthy meals and snacks each day. Children begin to understand the importance of having a healthy diet as they talk about the food they are eating.
- Children are encouraged to develop skills of independence. For example, they try to put on their own coats and shoes when they go out each day and wash their hands after art activities.

### It is not yet outstanding because:

- The childminder plans for the next steps in children's learning but assessment procedures are not robust enough to identify specific gaps in children's learning and target planning as precisely as possible.

## What the setting needs to do to improve further

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

- refine the assessment of children's progress further to target teaching more precisely to help children consistently make the best possible progress.

### Inspection activities

- The inspector looked at relevant documentation, including the registration and first aid certificates and the safeguarding policy.
- The inspector looked at the quality of the learning environment.
- The inspector spoke to parents and took account of their views.
- The inspector observed interaction between the childminder and the children.

### Inspector

Carlene Bremner

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has developed strong relationships with parents and communicates well with them. For example, she sends parents photographs of their children each day and makes herself available to talk to them at the beginning and end of the day. The childminder discusses routines with parents to help children settle quickly and to ensure parents are fully informed about their children's day. The childminder's practice ensures that children are kept safe throughout the day, such as checking toys and equipment daily and when preparing to take children on outings in the local area. She keeps up to date with changes in legislation to protect children. Safeguarding is effective.

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

The childminder teaches all areas of the curriculum well and children learn through a wide variety of experiences. For example, children learn about different musical instruments in the childminder's home and attend music groups for toddlers to learn new songs. They have regular opportunities to develop their social skills with other children. The childminder observes children's play and plans activities that build on experiences outside of her home, linked to what they are interested in. Children talk about numbers and letters during play. For example, they count the number of toys as they play so that they are able to share them fairly with each other. The childminder takes children to playgroups where they experience the type of activities they will come across at nursery. This helps to prepare them for nursery and school.

### Personal development, behaviour and welfare are outstanding

Children are highly motivated and keen to join in with activities that the childminder provides. They have opportunities to repeat activities that they enjoy to consolidate their learning. The childminder supports children's emotional development well. She knows them very well and is able to sooth them quickly if they become upset. Children are confident and generally play well together. The childminder supports them to understand why they should be kind to each other and promotes respect for others. Parents work in partnership with the childminder, sharing information about what children like to do at home. Routines, such as sleeping, eating, settling in and potty training, are discussed together to promote consistency of care between the childminder and home.

### Outcomes for children are good

Children make at least typical progress towards the early learning goals. Disabled children and those who have special educational needs are supported well. All children gain the key skills needed for starting nursery or school and are prepared emotionally for the move.

## Setting details

<b>Unique reference number</b>	EY430572
<b>Local authority</b>	Westminster
<b>Inspection number</b>	823617
<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>	1 - 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	24 February 2012
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Victoria, in the London Borough of Westminster. She operates from 8am to 6pm, Tuesday to Friday, all year round.

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