

# Childminder Report

**Inspection date**

26 February 2016

Previous inspection date

15 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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**

- Children have high levels of self-esteem. They form strong attachments with the childminder in a welcoming and well-resourced environment. The childminder knows children well and meets their individual needs successfully, which parents greatly appreciate. She follows familiar routines and children settle quickly.
- Children have good communication and language skills; for example, they confidently tell stories in their role play and provide explanations about what they have created.
- The childminder plans a variety of stimulating activities. These experiences help build on children's previous learning well, supporting them to make good progress from their starting points.
- The childminder evaluates her provision effectively to drive improvement. She identifies training needs well to improve her skills and children's capacity to learn.

**It is not yet outstanding because:**

- The childminder does not always support children's early reading and writing skills in English and their home language.
- There are strong partnerships with parents, overall. However, the childminder does not always obtain enough information from parents about their children when they start or encourage parents to share children's achievements at home with her.

## What the setting needs to do to improve further

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

- extend opportunities to develop children's early literacy skills in both English and their home language
- strengthen opportunities for parents to share information about their children's starting points in learning and their ongoing achievements at home.

### Inspection activities

- The inspector observed the childminder's interactions with children as they played inside.
- The inspector sampled documentation, including children's learning diaries, the childminder's self-evaluation, and her policies and procedures.
- The inspector spoke with the childminder about her understanding of the Early Years Foundation Stage requirements.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder successfully provides a safe and secure environment for children. She implements her policies and procedures well to maintain children's well-being effectively. There is a good two-way flow of information with parents, overall. The childminder has made good improvements to her assessment arrangements since her last inspection. She focuses more clearly on what children are learning, to help her identify their next steps more accurately. The childminder monitors children's progress well.

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

The childminder interacts well with children, promoting their learning. Children are curious, active learners who investigate new experiences well. For instance, they keenly explore a wide range of creative materials, which they use imaginatively to discover patterns and shapes. The childminder encourages children's learning further, for example, by showing children different ways to use the materials and modelling language effectively. She provides encouragement and children concentrate well on tasks, persevering to solve problems, such as to unscrew paint lids. Children use tools purposefully, for example, to dab the paint carefully using their brush to create leaves on a tree. This helps to prepare them to start learning to write. Children cooperate well as they create bigger designs together.

### Personal development, behaviour and welfare are good

Children behave well. The childminder uses ideas from her recent training well to help children share, be respectful of others and take turns. The childminder supports children well to learn safe and hygienic practices. Children understand the importance of washing their hands and closing the bathroom door to maintain their privacy. They manage their personal needs well in preparation for their eventual move to school. The childminder is patient and provides consistent encouragement and praise, for example, when children redress themselves. The childminder makes good use of the local environment to help children learn about the people in their community. She helps children understand about how to keep themselves safe, such as reminding them to be vigilant about traffic and about not talking to unknown adults when on outings.

### Outcomes for children are good

Children enthusiastically engage in their learning and show pride in their achievements. Children gain good independent skills for their future learning. They make choices about their play and keenly complete tasks, solving problems for themselves. They build strong friendships and gain the skills to help them resolve conflicts independently.

## Setting details

<b>Unique reference number</b>	EY296806
<b>Local authority</b>	Westminster
<b>Inspection number</b>	827013
<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>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 June 2009
<b>Telephone number</b>	

The childminder registered in 2005. She lives in the London Borough of Westminster. The childminding service operates for six days a week, throughout the year.

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