

# Childminder Report

**Inspection date**

1 March 2016

Previous inspection date

29 June 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 has a secure knowledge of how children learn and develop. The quality of teaching is good and children make good progress.
- The childminder supports children's communication and language skills well. For example, she gets down to children's level, adds new words into their vocabulary and promotes children's confidence to communicate with others.
- Children enjoy the time they spend with the childminder. She supports them well as they play. This helps children gain confidence and motivation to explore the wide range of equipment available.
- The childminder provides a warm, welcoming environment where children feel happy, safe and secure in her care.
- The childminder provides children with opportunities to discover and learn about the world around them. Children learn about each other's similarities and differences, other cultures and ways of life outside of their own experiences.

**It is not yet outstanding because:**

- The childminder uses a variety of methods to effectively share information about the children's progress, but she is less successful in encouraging all parents to be actively involved about what their children do and learn at home.
- The childminder's assessment system is not fully developed to precisely and consistently give a clear overview of how children progress across all areas of learning.

## What the setting needs to do to improve further

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

- build on current ways of communicating with parents, to strengthen further children's learning and development between home and the setting
- develop the assessment system further so that children's progress is more precisely and consistently monitored across all areas of learning.

### Inspection activities

- The inspector completed observations with the childminder and the children in the lounge and the kitchen.
- The inspector reviewed a sample of documentation, including self-evaluation documents, children's learning records, policies and procedures.
- Discussions took place with the childminder at appropriate times during the inspection.
- The inspector sampled written feedback from parents made available during the inspection.
- The inspector checked evidence of the suitability and qualifications of the childminder.

### Inspector

Laxmi Patel

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reviews her setting effectively in order to improve her practice. She seeks the views of parents and children. Parents are very complimentary about the service she provides. The childminder identifies strengths and weaknesses, and focuses on improving the outcomes for children. For example, she works closely with the childminding network and has created a mud kitchen in the garden for children to explore, develop communication skills and enjoy role play. Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a clear understanding of the process to follow should she need to report any concerns about a child's well-being. The childminder understands the importance of working with other providers to ensure continuity and good outcomes for children.

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

The childminder successfully promotes children's early literacy skills and their love for books. For example, children handle books well and complete familiar characters' names when given the initial sound. The childminder makes good use of opportunities to extend children's mathematical understanding as they play and during daily routines. For instance, children count pieces of fruits and vegetables at lunchtime and begin to explore their understanding of calculation as they eat. The childminder supports the development of children's communication and language skills well. She joins in with children's play experiences, listens to children and enthusiastically talks to them as they play.

### Personal development, behaviour and welfare are good

Children's good behaviour shows that they feel secure with the childminder. Children are aware of the clear boundaries and the childminder gives them age-appropriate explanations. Children have daily opportunities to be active outdoors on local trips to the parks and places of interest. The childminder supports children to develop confidence in their own physical abilities. She allows them to take risks during their play. The childminder arranges children's play and learning around their own routines. She supports them to have rests and naps as needed. The childminder is highly responsive to their emotional needs and regularly comforts and cuddles young children. She listens and responds to what children say, helping them to feel valued and respected. Children learn about the lives of others through discussions and events. For example, the childminder extends the children's learning by encouraging them to use a map of the world.

### Outcomes for children are good

All children make good progress. They are developing independence and good social skills. Children are gaining the key skills they need to prepare them for future learning.

## Setting details

<b>Unique reference number</b>	EY281652
<b>Local authority</b>	Westminster
<b>Inspection number</b>	833571
<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 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 June 2011
<b>Telephone number</b>	

The childminder registered in 2004. She lives in the Queens Park, in the London Borough of Westminster. She operates from Monday to Friday, all year round.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

