

# Childminder Report

<b>Inspection date</b>	14 March 2016
Previous inspection date	12 March 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are very happy and settle quickly in the childminder's welcoming home. They feel safe and secure, and respond well to the childminder's caring and sensitive interactions.
- The childminder interacts very well with children as they play. They make good progress in their learning, particularly with their language and communication skills.
- Children develop good social skills. They learn to share and take turns, helping them to develop strong relationships with their friends.
- The childminder actively seeks feedback from parents and children about the service she provides. She uses this to help her improve her practice and improve the outcomes for children.
- The childminder is vigilant about safety and helps children to learn how to keep safe. She supervises children well and takes positive steps to minimise risks and make children aware of safety as they play.

### It is not yet outstanding because:

- The childminder does not always make full use of the information she gathers about children's progress, to help her identify their precise next steps and sharply focus the support she provides.
- The childminder does not always link with all other settings children attend, to help them all work closely together to support children's learning needs.

## What the setting needs to do to improve further

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

- make more use of observations to help identify and plan children's next steps more precisely, to provide even better support for their individual learning needs
- extend further the links with other settings children attend, to provide greater consistency when supporting their learning.

### Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

### Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures. She attends training to help keep her well informed about signs and symptoms that may give cause for concern and the procedures she must follow. The childminder reflects on her practice to help her identify and make improvements for children. Parents are well informed about the childminder's role and their children's experiences and achievements, keeping them involved. The childminder has recently introduced a new secure system to help monitor children's progress and is gradually making more use of it. The system is easily accessible to parents from their home and helps to keep them up to date.

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

Children's interests and learning preferences are reflected well in the activities the childminder provides. Children are keen to learn and participate. For example, the childminder provides many learning opportunities outdoors, to engage children who prefer to learn in this environment. Children are confident to communicate as the childminder shows a keen interest in, and responds positively to, their early babbles and expressions. The childminder asks questions and introduces new vocabulary, which helps to extend children's understanding and confidence in using language. For example, as children use the paints, she talks about the patterns and colours they create. Children use brushes and their fingers with the paint. They notice the different textures they create and learn to handle the brushes, helping to support their early writing and literacy skills.

### Personal development, behaviour and welfare are good

Children are very settled with the childminder. They are confident and gain increasing independence as she involves them in making decisions and choices. The children receive lots of reassurance, praise and encouragement from the childminder. She helps them to learn strategies that help them to play well with their friends. For example, they take turns at being the driver and the passenger in their toy car. They laugh and wave, showing the fun they are having and the strong bonds they form. Children are respectful and learn to value each other. They access toys and activities that help them to learn about the wider world. The childminder takes children to many activities outside of the home to increase their social skills and build their confidence in new situations.

### Outcomes for children are good

Children are happy and busy as they engage in the enjoyable activities. They are keen to experiment and confident to tackle new challenges, such as learning different ways to get to the top of the slide. They are well prepared for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	159930
<b>Local authority</b>	Southwark
<b>Inspection number</b>	842028
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 March 2012
<b>Telephone number</b>	

The childminder registered in 2001. She lives in East Dulwich in the London Borough of Southwark. The childminder provides care for children Monday to Friday, all year round.

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