

# Childminder Report

**Inspection date**

15 March 2016

Previous inspection date

8 November 2010

<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 effectively promotes young children's physical, social and communication skills, helping them to make good progress towards the next stages in their learning.
- Children develop good foundations for future learning. The childminder nurtures their love for books. They develop their early reading skills and eagerly point to pictures as the childminder names the different images.
- The childminder uses positive strategies, such as praise and encouragement, to help promote children's self-esteem. She takes into account the ages and stages of children's development to manage their behaviour appropriately and skilfully.
- The childminder evaluates her provision effectively and shares good practice with other early years providers, which assists her to plan for improvements.

### It is not yet outstanding because:

- Children do not always have access to the full range of resources, to enjoy a wide variety of play opportunities.
- The childminder does not always make the best use of all opportunities to strengthen parents' contribution to their children's learning at home.

## 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 resources, so children can access a wider variety and enjoy a full range of play opportunities
- continue to strengthen opportunities for parents to contribute to children's continued learning at home.

### Inspection activities

- The inspector observed the children and their interactions with the childminder.
- The inspector viewed children's developmental records.
- The inspector viewed a sample of the childminder's policies and procedures.
- The inspector carried out discussions with the childminder when appropriate.
- The inspector assessed the childminder's procedures for working in partnership with parents and took account of the views of parents.

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly monitors children's progress, which helps her to identify any potential concerns or delays in their development and draw up focused plans that help her support their steady progress. She uses her training knowledge effectively, for example, to promote children's communication and language skills further. This helps to reduce gaps in children's learning and promote positive outcomes for children. The childminder works well with parents, sharing her policies and procedures, so they are clear about how she meets their children's needs. She talks to parents about the range of activities their children enjoy and the routines they follow. Safeguarding is effective. The childminder completes thorough risk assessments to ensure children's safety. She knows the procedures to follow to identify and refer any concerns about their welfare. The childminder seeks the views of children and parents about what they enjoy and think about her service, to help her identify changes she can make to meet their needs.

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

The childminder skilfully promotes young children's understanding of spoken language. She uses simple language, speaks clearly and uses actions to support her words and help children understand their meaning. Young children enjoy imaginative play; for example, they pretend to pour out tea from the play teapot. The childminder introduces mathematical language, such as 'big' and 'small', to help extend children's learning, for instance, as they try to match the correct lid to the teapot. Children develop good physical skills. They learn to use tools and equipment, such as a toy hammer and a play knife, to explore and make shapes safely with playdough.

### Personal development, behaviour and welfare are good

Children are happy, confident and settled. The childminder's warm and caring approach helps her to support children's emotional well-being. She organises daily routines effectively, to help children learn the importance of exercise and a healthy lifestyle. They follow the childminder's positive example and develop good hygiene practices, such as washing their hands before meals. The childminder takes children on regular outings locally, which helps to promote opportunities for them to meet people from diverse backgrounds.

### Outcomes for children are good

Young children develop good skills for future learning. They learn to use cutlery at mealtimes, which helps to promote their independence and ability to do things for themselves. Children develop an early understanding of technology, and cause and effect. For example, they press buttons in electronic books and listen to the sounds. They show a keen interest to explore and investigate, and learn new things.

## Setting details

<b>Unique reference number</b>	EY409631
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	831770
<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 - 6
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 November 2010
<b>Telephone number</b>	

The childminder registered in 2010 and lives in the London Borough of Wandsworth. She provides childcare all day throughout the working week, during term time only.

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