

Childminder Report

Inspection date

16 March 2016

Previous inspection date

4 November 2011

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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 form strong attachments with the caring childminder. She reassures children when unfamiliar adults are present and provides encouragement for children to feel confident to explore a good range of age-appropriate resources.
- There are good partnerships with parents. Recent training has helped the childminder to gain key information from parents about children's starting points to support her initial planning. The two-way flow of information ensures that they share beneficial information about children's learning at home and at the setting regularly.
- Children make good progress from their starting points. The childminder makes detailed observations and identifies children's next steps in learning accurately.
- The childminder evaluates her practice regularly and includes the views of children and parents. She sets appropriate targets to improve outcomes for children, for example, to extend listening and speaking activities for bilingual children.

It is not yet outstanding because:

- The childminder does not always give children more time to think, listen and respond to questions to build their ideas and opinions.
- The childminder does not consistently monitor children's progress from their starting points to ensure that she targets challenging activities more promptly where needed.

What the setting needs to do to improve further

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

- develop further opportunities for children to develop their ideas, opinions and thinking skills
- strengthen the monitoring of children's progress from their starting points.

Inspection activities

- The inspector made observations of the quality of teaching as children played inside.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector sampled documentation, including children's assessment records, written views of parents and the childminder's self-evaluation.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements her detailed policies and procedures effectively to maintain children's welfare. She has a good understanding of her responsibility to report any child protection concerns. The childminder has made positive progress since her previous inspection and completes regular fire drills with the children to help their understanding of how to keep themselves safe. The childminder has a positive attitude to her professional development. She regularly attends training and network groups to improve her teaching practice.

Quality of teaching, learning and assessment is good

The childminder supports children's learning well. For example, she models mathematical language effectively in daily routines helping young children learn to count, both in English and their home language. The childminder plans a range of activities to support children's interests and build on what they can do. For example, she provides a good range of creative materials for children to explore. Young children show curiosity. For example, during a painting activity, they remove the sponge head and explore their early writing skills further. They squeeze the sponge in their hands to make the paint drip onto the paper. Children show good problem-solving skills. Initially, they add more paint to the sponge with a paintbrush; observing this is a slow process, they decide to put the sponge in the palette. Children show pride in their achievements. The childminder supports children's communication and language skills effectively, overall. For example, she responds well to young children's babble, repeating words and commentating on their movements.

Personal development, behaviour and welfare are good

The childminder is a good role model and promotes children's understanding of hygienic and safe practices well. For example, children are encouraged to wash their hands before they eat. Children enjoy healthy snacks and meals. They are aware of their own needs; for example, young children push their bowl away when they have finished. The childminder works well with parents to promote consistent care practices, such as dental hygiene and potty training. The childminder makes good use of the local environment to encourage children's physical skills and to help them learn about people in their community.

Outcomes for children are good

Children learn good skills for their future learning and eventual move to school. Young children gain good independence skills, such as learning to feed themselves. Children confidently make choices, for example, about which resources to use. They are keen to learn and show great concentration as they persevere to complete tasks.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | 153563 |
| Local authority | Westminster |
| Inspection number | 841920 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 2 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of provider | |
| Date of previous inspection | 4 November 2011 |
| Telephone number | |

The childminder registered in 2001. She lives in the London Borough of Westminster. The fifth-floor flat is accessible by lift and stairs. The childminding service operates daily throughout the year.

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