

# Childminder Report

**Inspection date**

22 April 2016

Previous inspection date

1 September 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 uses effective monitoring and assessment processes to successfully track children's achievements and plan for what they need to learn next. All children make good progress in their learning and development.
- Children benefit from a warm, caring relationship with the childminder and her assistant. They are responsive to the individual needs of each child, and build the children's confidence and security in their care effectively.
- The childminder maintains a safe environment. For example, she regularly undertakes risk assessments to ensure children can explore freely and remain safe.
- The childminder uses effective methods to evaluate her practice. She strives to continually improve the quality of her provision to maintain a good service to families.
- The childminder has good links with the local community, schools and nurseries. This helps her to prepare children well for their move when the time comes. Overall, partnerships with parents are successful.

### It is not yet outstanding because:

- The childminder does not gain enough information from parents about what their children already know and can do when they first attend to establish their starting points and plan future learning effectively.
- On occasion, the childminder does not always give children enough time to think about their ideas and develop their reasoning skills.

## What the setting needs to do to improve further

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

- encourage parents to share more detailed information about their children's early achievements, in order to identify children's starting points and plan effectively for their individual learning needs
- provide children with enough time to fully explore questions and their own ideas before moving them on in their learning.

### Inspection activities

- The inspector viewed the areas of the childminder's home used for childminding.
- The childminder spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's development folders, policies and procedures, and suitability checks.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed the childminder's self-evaluation process.

### Inspector

Phyllis Cooper

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a thorough understanding of their responsibilities to keep children safe. The childminder is committed to improving her provision. She undertakes ongoing professional development and offers support to her assistant to access relevant training. The childminder keeps parents well informed of their children's progress. They share ideas and resources, and use a range of measures to continue learning at home effectively. The childminder uses the observations and assessments she and her assistant make to identify and plan for children's ongoing interests and changing developmental needs.

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

The childminder provides a wide range of stimulating and purposeful experiences. She has a good understanding of how children learn and develop through play. The childminder and her assistant support children effectively to learn good communication and language skills. For example, they use clear language to explain what they are doing during routines and activities, and repeat words and sounds to extend children's vocabulary. Children develop their physical skills well. For example, they enjoy jumping, hopping and stretching up high during familiar action songs and rhymes. The childminder supports children to express themselves effectively. For example, children are eager to share their imagination and ideas as they build space rockets to fly to the moon. They prepare for lift off as they put on their imaginary spacesuits.

### Personal development, behaviour and welfare are good

The childminder and her assistant know the children well. Children form close bonds with them and each other. They learn to share, take turns and manage their own behaviour. For example, the childminder gives clear explanations of boundaries and teaches children to have an awareness of others. Adults are good examples to children. For example, they promote the use of good manners. Children learn about different cultures, communities and differences between themselves and other people. For example, they enjoy activities to celebrate cultural festivals and diversity, and visit community groups. Children learn the importance of adopting a healthy lifestyle. For example, they benefit from eating nutritious snacks each day and learn to follow good hygiene practices routinely.

### Outcomes for children are good

Children respond positively and enjoy their learning experiences. They are happy and confident to independently choose from a wide range of toys and activities, expressing their needs and feelings well. Children develop the skills they need for their future learning and move on to school. All children become confident communicators. For example, they count forwards and backwards, recognise letters and predict events in stories from memory.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY222978  |
| <b>Local authority</b>             | Westminster   |
| <b>Inspection number</b>           | 977594  |
| <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>      | 12  |
| <b>Number of children on roll</b>  | 7   |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 1 September 2010  |
| <b>Telephone number</b>            |   |

The childminder registered in 2002. She lives in the London Borough of Westminster. She operates her service from 8.30am to 6pm, Monday to Friday, throughout the year. The childminder employs an assistant.

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