

# Childminder Report

**Inspection date**

5 May 2016

Previous inspection date

6 June 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 have good manners and behave very well. The childminder gives clear rules and expectations for behaviour. She is a good role model and she teaches them to share and instils positive values.
- Children develop good communication and language skills. The childminder encourages children to talk confidently and use a good range of vocabulary.
- The childminder is skilled at promoting children's emotional development. She forms secure attachments with them and values their unique ideas. This helps children to build secure foundations for future learning.
- The childminder has effective strategies in place for partnerships with parents to help promote continuity in children's learning. Parents actively contribute to the accurate assessment of their children's development.
- The childminder has a good knowledge of the safeguarding and welfare requirements. She implements these effectively to help promote children's well-being.

### It is not yet outstanding because:

- The childminder does not always provide extensive opportunities for children to recognise numbers in their play to help build on their early numeracy skills.
- The childminder does not always adapt creative activities very well to suit the needs of younger children, to help stimulate their senses and curiosity.

## What the setting needs to do to improve further

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

- increase opportunities for children to recognise numbers in their play to help build on their early numeracy skills
- provide more opportunities for younger children to fully participate in messy play activities to help stimulate their senses and curiosity even further.

### Inspection activities

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed documentation, including children's records, policies and procedures.
- The inspector discussed how the childminder decides which areas of her service would benefit from improvement.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge and understanding of child protection procedures and knows how to report any concerns regarding children's welfare. She attends regular training, which contributes to her secure understanding of wider safeguarding issues. The childminder evaluates her provision well. She gathers the views of parents and children to help her identify areas for improvement. The childminder liaises with other childminders to exchange information and researches online to help keep her knowledge and skills up to date.

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

The childminder provides a good range of resources and activities to help children make progress in their learning. She stores resources at a low level to enable younger children to access toys of their choice. This helps children to be confident learners. The childminder encourages early reading skills, for example, young children are eager to look at the pictures in books and make up their own stories. The childminder uses appropriate questioning and gives children the time to process information and speak. She also repeats words and gives proper eye contact to help babies' emerging language. This helps children to develop good communication and language skills. The childminder has effective assessment systems in place to monitor children's progress. She is able to identify gaps in learning and plan challenging activities to help close the learning gaps.

### Personal development, behaviour and welfare are good

The childminder forms secure emotional attachments with the children. Routines are adapted well to suit the individual needs of children. The helps children to feel happy and confident to initiate their own play. Diversity is well celebrated in the setting. For example, the childminder provides resources and activities that reflect the diversity of children's backgrounds and experiences. Children enjoy healthy snacks and the childminder uses mealtimes, for example, to discuss the importance of eating nutritious foods. She also takes children out to playgroups to help enable them to use different apparatus. All these activities successfully contribute to children's physical well-being.

### Outcomes for children are good

Children make very good progress from their starting points on entry. They settle well and develop strong relationships with each other. They are very confident, sociable and polite. Children are well prepared for the next stage in their learning. For example, young children begin to acquire independence skills, such as putting on their coats and managing zips.

## Setting details

<b>Unique reference number</b>	140001
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	841401
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 June 2012
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Camberwell, in the London Borough of Lambeth. She provides care 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

