

# Childminder Report

**Inspection date**

27 May 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 her observations and assessment effectively to help children achieve the next steps in their learning. Children engage well in play and make good progress in their learning.
- The childminder works effectively with parents to share information and support their home learning. For example, parents read about their children's care and activities in the daily diary, receive ideas to extend their children's learning in newsletters and learn about new requirements in childcare.
- Children develop positive attitudes and good behaviour. They respond well to the childminder's consistent messages and good examples, such as listening well.
- The childminder makes the most of professional development opportunities to extend her knowledge and skills. For example, she is undertaking a degree-level childcare qualification, which has extended her understanding of how children learn.

### It is not yet outstanding because:

- The childminder does not always fully support children's mathematical skills. For example, she does not always help children develop accuracy when counting.
- The childminder does not consistently exchange detailed information with other settings children attend to plan activities and share ideas to help children make the best possible progress and experience the most continuous care.

## What the setting needs to do to improve further

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

- make the most of opportunities to promote children's mathematical skills
- strengthen information sharing with other providers of children's early years care to use combined knowledge to plan together so children make the best possible progress and experience the highest levels of continuity.

### Inspection activities

- The inspector observed activities as the childminder interacted with children.
- The inspector looked at a range of documentation, including records of children's learning and a sample of policies. The inspector explored the childminder's self-evaluation process.
- The inspector spoke with the childminder and children at appropriate times and observed the quality of teaching and the impact this had on children's learning.
- The inspector checked the qualifications and training of the childminder, along with evidence of suitability.
- The inspector considered the views of parents.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has appropriate procedures to follow if she has any concerns around children's welfare. She continually updates her safeguarding knowledge through a range of activities, including attending training. The childminder is organised and uses her systems well to help ensure children's safety during their time with her. For example, risk assessments consider all aspects of the provision. The childminder accurately checks children's progress to identify any gaps in their learning and development. She targets her teaching to help children catch up where necessary. The childminder monitors and evaluates the quality of her provision successfully and makes ongoing improvements for the benefit of those in her care. For example, she acted on suggestions from parents to improve sleeping arrangements for children.

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

The childminder understands how children learn and uses her provision effectively to meet their learning needs. Children have many opportunities to follow their interests as they learn and play. For example, children enjoying pretend play manage tricky fasteners, such as poppers and zips, to dress and undress dolls. The childminder constantly builds on children's communication and language skills. For example, she introduces new words, engages children in conversations and gives them time to consider their responses to skilled questioning. The childminder encourages games that involve cooperation, such as throwing and catching balls. Children benefit from playful opportunities to gain early literacy skills. For example, they enjoy pretending to write shopping lists.

### Personal development, behaviour and welfare are good

Children gain confidence and focus on their activities well. The childminder builds strong relationships with children and promotes positive values. She successfully helps children to recognise their own needs and encourages their understanding of their differences and similarities. The childminder promotes children's independence well, helping them to learn to do things for themselves. For example, children wash their hands and set the table for lunch. The childminder promotes healthy lifestyles successfully and knows the children's individual needs and routines well, for example, when they need to rest.

### Outcomes for children are good

Children show enthusiasm for learning across all areas of their development. They gain many skills that prepare them well for future learning and moving on to school. Children are physically active. They demonstrate a good understanding of their world and an abundant capacity to use their imaginations in play. For example, children use well-known phrases as they pretend to be shop keepers and suggest actions to authentically recreate their experiences of shopping.

## Setting details

<b>Unique reference number</b>	EY464528
<b>Local authority</b>	Westminster
<b>Inspection number</b>	948582
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Queen's Park in the London Borough of Westminster. The childminder operates her service daily throughout the year from 8am to 6pm, excluding family holidays. She holds a childcare qualification at level 4.

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Piccadilly Gate  
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