

Childminder Report

Inspection date

15 June 2016

Previous inspection date

24 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 regularly evaluates her practice to improve the service she provides and the experiences she offers children. Parents contribute their views and suggestions, which the childminder uses to strengthen her self-evaluation process.
- The childminder effectively monitors children's learning. She identifies areas where children need additional support and plans well for their ongoing development.
- The childminder has a secure understanding of how children learn and plans well according to their individual interests. Children make good progress in their learning and development.
- The childminder provides a warm and stimulating environment where children independently access a wide range of toys and resources.
- The childminder provides good support for children and their parents when moving on to school. Children are well prepared for their next stages of learning.
- Children behave well. The childminder is a good role model for children. For example, she actively promotes the use of good manners, sharing and being kind.

It is not yet outstanding because:

- The childminder has effective arrangements to protect children but does not take all opportunities to teach them about safety.
- Children do not always have freedom of choice to explore art materials and develop their ideas.

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 all opportunities to help children develop their awareness of managing their own safety
- give children more opportunities to explore different materials and use their imagination to develop their own creative skills.

Inspection activities

- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector engaged with the children during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector observed the children during their play activities, as well as their snack and lunch routines.
- The inspector sampled various documents, including children's learning records, the childminder's self-evaluation form, risk assessments and a selection of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe and the procedure to follow should she have a concern about a child's welfare. The childminder has very strong relationships with parents and shares information with them regularly. She keeps them involved and up to date with their children's development, providing consistency in their learning and care. The childminder works well with her co-childminder to ensure they exchange ideas and develop practices consistently. This has helped to make significant improvements since the last inspection. For example, the childminder has developed her understanding of the observation process and how she plans for children.

Quality of teaching, learning and assessment is good

The childminder prepares children well for school and plans a range of interesting activities, based on their needs and interests that promote children's development. For example, children learn about numbers and shapes to develop their mathematics, learn about letters and develop writing skills through their everyday activities and play. The childminder skilfully supports children's communication and language development. For example, during play, she models simple words and narrates what children are doing. She asks appropriate questions that help to extend children's learning. Children have good opportunities to develop their physical skills and enjoy their time outdoors. For example, they laugh and cheer as they play games with bean bags, throwing them to each other and balancing them on their heads.

Personal development, behaviour and welfare are good

Children are happy and settled. They share warm and trusting relationships with the childminder. She praises children when they learn a new skill to promote their self-esteem and sense of pride. For example, children develop independence skills as they make their own sandwiches at lunch time, they are very proud of what they have made and the skills they have learnt. The childminder provides regular opportunities for children to explore the world around them and the wider community. For example, they engage in regular physical activity outdoors and enjoy outings in the local community, such as trips to the post box to post cards.

Outcomes for children are good

Children make good progress in all areas of their learning. They are independent learners and enjoy the activities on offer. For example, they have tadpoles in the garden and observe in awe how they feed and grow. They enjoy the books, pictures and activities available to them to extend their learning. Children gain the skills needed for the next steps in learning.

Setting details

Unique reference number	EY464649
Local authority	Richmond upon Thames
Inspection number	1049815
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	24 February 2014
Telephone number	

The childminder registered in 2013. She works with another childminder in Twickenham, in the London Borough of Richmond upon Thames. She offers care from Monday to Thursday during term time only, from 8am to 6pm.

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