

# Childminder Report

**Inspection date**

14 June 2016

Previous inspection date

16 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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

- Children make good progress and engage well in their learning and development. The childminder supports children's play well and encourages their thoughts and ideas.
- The childminder takes effective action to minimise hazards in the home and when on outings. For example, she makes visual risk assessments to support her to care for children in a safe and secure environment.
- Children eat a range of nutritious foods, such as fresh fruit and vegetables at meal and snack times. This helps them to learn about healthy lifestyles and promotes their physical well-being.
- The childminder evaluates her practice and provision well. She keeps her knowledge of the statutory requirements and new legislation up to date through training and discussion with other childminders. This encourages children's welfare and care.

### It is not yet outstanding because:

- The childminder does not consistently obtain accurate information from all parents about their children's development at home, to extend children's learning even further in all areas.
- Arrangements for improving professional development are not targeted as well as possible to help the childminder consistently raise the quality of her teaching practice.

## What the setting needs to do to improve further

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

- build on current ways of communicating with parents, to strengthen further children's learning and development between home and the setting
- strengthen the plan for professional development so that it is targeted to improve the quality of teaching even more.

### Inspection activities

- The inspector had discussions with the childminder relating to her practice and talked to children at appropriate times during the inspection.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation, including children's records.
- The inspector observed the childminder's practice and the learning opportunities provided.
- The inspector and childminder jointly observed children at play.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of how to deal with child protection concerns. She works in partnership with parents by gathering information about children's starting points when they first begin, to help children settle well. She provides parents with a wealth of information, such as through daily diaries, discussions and access to children's learning journals. The childminder has a positive attitude towards her continuous improvement and has completed the actions and recommendations from her last inspection. For example, she now undertakes thorough observations and assessments, and uses this information effectively to monitor children's development. These now give her a clear understanding of what children have achieved and what they need to learn next, which helps her to plan well for their progress.

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

The childminder has a good knowledge and understanding of her role in promoting children's learning. For example, she provides children with an excellent selection of equipment and resources to promote their learning across all areas. The childminder spends time playing alongside children and promotes their learning effectively. She skilfully extends children's communication and language skills, and encourages younger children to become confident speakers. For example, she regularly reads them stories and constantly talks to them and asks questions in different ways. Children also enjoy moving around and babbling along to their favourite nursery rhymes and songs.

### Personal development, behaviour and welfare are good

The childminder forms positive, warm, sensitive bonds with the children, helping to encourage their emotional well-being. Children are well behaved and respond well to the childminder's requests and clear explanations. Their personal, social and emotional development is well fostered. For example, they form close friendships with each other and are taught to value and respect others. Children gain an early understanding of how people differ, such as the different religious groups in their community. For example, they have access to resources that reflect diversity and acknowledge a range of religious festivals, including Christmas, Ramadan, Eid and Easter.

### Outcomes for children are good

Children make good progress that is appropriate for their age and stage of development. They begin to take responsibility for their own personal needs and learn how to manage these independently. Children develop their early literacy skills well in preparation for school. For example, they enjoy listening to stories and turn the pages well to look at the pictures in story books.

## Setting details

<b>Unique reference number</b>	122923
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1048640
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 October 2012
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Tooting located in the London Borough of Wandsworth. The childminder operates her service Monday to Thursday, all year round.

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