

# Childminder Report

**Inspection date**

16 June 2016

Previous inspection date

18 November 2013

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

- Children are very confident and self-assured in the care of this kind and thoughtful childminder. They are secure, and happily play and explore their environment.
- Children are successfully developing their language skills in enjoyable ways. For example, they talk about their favourite characters in a book and predict what they think may happen next.
- The childminder offers children a range of exciting learning experiences that challenge their interests effectively. Children make good progress from their starting points. They are excited and eager to play and learn.
- The childminder is committed to continually developing her childcare provision. For example, she attends training that helps her to manage and understand children's behaviour. This has had a positive impact on the care she provides for children.

**It is not yet outstanding because:**

- The childminder does not always use all opportunities to help parents extend their children's learning at home.
- The childminder does not always encourage children to understand about the importance of healthy eating or works with parents to instil this further.

## What the setting needs to do to improve further

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

- develop further partnership with parents to help them to extend their children's learning at home
- increase children's awareness of making healthy food choices and continue to work with parents to embed this further, to promote healthy lifestyles.

### Inspection activities

- The inspector and childminder discussed the systems she uses to observe and record the children's progress, and the documents used to support her work.
- The inspector completed observations of the children as they were engaged in activities with the childminder.
- The inspector sampled written feedback from parents, which the childminder made available during the inspection.
- The inspector looked at the rooms and resources the children use.
- The inspector discussed how the childminder has met the actions and recommendations set at the last inspection.

### Inspector

Julie Biddle

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended relevant training and knows what to do if she has child protection concerns about a child in her care. The childminder has successfully met the actions set at the last inspection. For example, the bathroom is safe and children have good opportunities to develop their communication skills. The childminder monitors children's achievements effectively and uses her assessments to plan challenging activities, which has a positive impact on children's learning. The childminder has a developing partnership with parents. She keeps them informed of their children's progress and the activities they enjoy.

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

Children enjoy their time with this childminder. They make choices about their play and have fun, such as when playing hide-and-seek games. The childminder develops children's counting skills well. For example, she helps children to count in order while they play games. Children effectively develop confidence in their own abilities and enjoy being creative. For example, they have fun making cards for Father's Day and are delighted with the results. The childminder encourages children to talk about what they are doing, such as to describe how much glue they need and to compare sizes of glue sticks, to see which one is bigger. The childminder helps children to use their language. For example, she asks questions about the book they are reading, including their favourite foods. Children are delighted to talk about how they are feeling and express how they think others feel.

### Personal development, behaviour and welfare are good

The childminder's home is safe and children are able to explore. The childminder knows the children well and is sensitive to their needs. For example, she knows when they are tired and ready to rest. Children build good friendships and play well together. The childminder manages children's behaviour well. Children confidently talk to the childminder, while letting her know about their needs and requests. She responds with enthusiasm and helps them to make good choices. Children understand about keeping safe, such as when out in the community or in the childminder's home. For example, they know how to cross the road safely and how to respond quickly during an emergency.

### Outcomes for children are good

Children make good progress in their learning, particularly in their mathematical skills. For example, they know how to count in sequence and compare sizes of objects. Children develop the necessary skills to prepare them for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY462334
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1049800
<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>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 November 2013
<b>Telephone number</b>	

The childminder registered in 2013. She lives in the London Borough of Westminster. She cares for children all day, Monday to Friday, and operates her service throughout most of the year.

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