

Childminder Report

Inspection date

30 June 2016

Previous inspection date

14 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Partnership with other professionals is a main strength of the childminder. For example, she is confident to share her strong knowledge of how children learn, and she supports those who are involved in the children's care, to ensure they make good progress.
- Children's communication and language skills are supported well. The childminder uses different tools to extend children's vocabulary, such as books and nursery songs.
- The childminder has effective systems for observing and monitoring children's progress. She makes very good use of the information she gathers to help her identify children's next steps and plan stimulating activities to move them on in their learning.
- Children manage small tasks independently, such as preparing ingredients and cutting up fruits for snack. This helps them to develop useful skills needed for their future learning.
- The childminder has made good improvements since the last inspection. For example, she now carries out risk assessments for her home and outings, practises regular fire drills with children, and is vigilant in her supervision of them, to help keep children safe.

It is not yet outstanding because:

- The childminder does not always organise the resources effectively to make it easier for children to fully explore their ideas and imaginations as they play.
- The childminder misses opportunities to engage parents fully so they can contribute to their children's learning.

What the setting needs to do to improve further

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

- review the organisation of the resources to make it easier for children to fully explore their ideas and imaginations as they play
- increase opportunities for parents to contribute towards their children's ongoing learning and development.

Inspection activities

- The inspector read the childminder's self-evaluation and discussed her plans for improvement.
- The inspector sampled some policies and other documentation, including evidence of the childminder's suitability to work with children and her qualifications.
- The inspector observed how the childminder engages in children's play activities indoors.
- The inspector viewed areas of the home used for childminding.
- The inspector read written feedback from parents.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to refer concerns about a child in her care to relevant agencies. She has completed relevant child protection training recently, to secure her understanding of changes to legislation and guidance. The childminder is committed to improving her practice. For example, she takes into account the views of parents and children to review the service she provides. Parents report that they are 'Happy', and that they find the home environment 'Safe and welcoming'. The childminder makes effective use of her links in the local community to share ideas and good practice, for instance, to benefit children and their families further.

Quality of teaching, learning and assessment is good

The childminder monitors and tracks children's progress accurately. She adjusts her teaching techniques skilfully to support their individual needs. For example, she offers comfort and reassurance to children who prefer less active play. The childminder is skilful at building on what children can do and enjoy. For example, when she observed that children enjoyed moulding play dough into shapes, she extended this by introducing glitter to enhance their learning experiences further. Children had fun counting their creations, which helped to develop their early mathematical skills. Children's love for cooking is encouraged to keep them occupied and highly motivated. During a cookery session, for example, children thoroughly enjoyed using various favourite toppings to make their own pizza. This helps children to respond positively to new challenges.

Personal development, behaviour and welfare are good

The childminder is kind and gentle to children. She takes her time to get to know them and their families, which helps their emotional well-being. Children's good health is supported well. For example, the childminder plans daily visits to the local park and playgroup, where children benefit from a range of physical activities. Children are encouraged to develop their social and physical skills as they use different equipment and socialise with other children. The childminder provides children with fresh fruits for snack, and encourages them to follow the well-established hygiene practices. She encourages children to help her care for family pets, which has helped them to feel more comfortable around animals.

Outcomes for children are good

Overall, there are good outcomes for children. All children, including those who have special educational needs, acquire strong skills for their future learning. Children are happy, confident and behave very well.

Setting details

Unique reference number	EY446432
Local authority	Westminster
Inspection number	1049657
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	14 January 2013
Telephone number	

The childminder registered in 2012. She lives in the London Borough of Westminster. She operates all year round from 7.30am to 6pm, Monday to Friday, excluding bank holidays. The childminder holds a relevant early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
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