

# Childminder Report

**Inspection date**

27 July 2016

Previous inspection date

15 July 2015

<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

- The childminder leads by example, developing children's good behaviour. She develops caring relationships with children and they flourish in her care.
- The childminder typically has a good understanding of the requirements to foster children's well-being and education. She checks on their progress carefully.
- Children in her care make good progress, particularly in literacy and mathematics.
- The childminder builds strong, professional relationships with parents. For example, she shares information regularly with them about their children's progress and the next steps in their learning. Parents are happy with the progress their children make.
- The childminder has improved since her last inspection. She focuses on what she would like to improve and has made good use of support and training from the local authority to raise the quality of the provision.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to challenge children's interests to help develop their learning even further.
- The childminder is still developing routines to check children's progress to identify how they can make even quicker progress.

## What the setting needs to do to improve further

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

- adapt activities when needed to ensure that children remain focused and interested in their learning
- develop systems to check children's progress to help identify how it can be even better.

### Inspection activities

- The inspector observed the childminder's interactions with children during activities.
- The inspector looked at a range of documents, including records of children, some policies, and views of parents.
- The inspector discussed policies and procedures, assessment methods and planning with the childminder.
- The inspector spoke to children at various times during the inspection to assess their understanding of activities.

### Inspector

Matthew West

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has attended training and knows what to do if she is worried that a child may be at risk of harm. Since her last inspection, she has evaluated the strengths and areas for development of her provision. She has built effective relationships with parents to find out their views and these have helped her to improve her practice. For example, she now provides detailed information for parents about how children are progressing and the next steps that she has planned for them each term. The childminder accesses training and this supports her to develop her provision. For example, she has changed how she uses her observations of children to identify what they need to do next.

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

The childminder interacts enthusiastically with children and follows their interests in their play. For example, when children say that they would like to paint a picture, she encourages them to help cut the paper and choose the paint colours they would like to use. She discusses with them what they are painting and how they use the brushes and rollers. The childminder makes accurate observations of children's skills, knowledge and understanding. She is beginning to use these to check children's progress. The childminder ensures quality and diversity through a range of activities. The childminder recognises however, that sometimes children could be challenged even more to remain attentive and learn even better. However, children are working above the expected level of development for their age in literacy and mathematics.

### Personal development, behaviour and welfare are good

The childminder treats children with genuine warmth and they receive lots of praise and attention from her. Children learn to socialise and become confident with other children and adults, develop their physical skills and enjoy the open air. For example, she regularly takes them to local parks and to groups at the library and children's centre. The childminder consistently helps develop children's health and physical and emotional well-being. For example, young children develop self-help skills when eating, choosing resources for activities and when toileting. She sets high expectations of behaviour and teaches children to treat resources and other people with respect.

### Outcomes for children are good

Children make good progress, given what they know when they start, in all areas of learning and particularly in literacy and mathematics. For example, young children that started as babies can already recognise their name and numbers up to 10. They are well prepared for the next stage in their education.

## Setting details

<b>Unique reference number</b>	EY335743
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1054620
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 July 2015
<b>Telephone number</b>	

The childminder registered in 2006. She lives in the London Borough of Southwark. The childminder provides childcare all year on weekdays and provides overnight care. She has a National Vocational Qualification at level 3 in childcare.

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