

# Childminder Report

**Inspection date**

27 July 2016

Previous inspection date

9 March 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 has a good understanding of how children learn and develop. She provides a good selection of resources to support children across all areas of learning. Children are confident and motivated to learn.
- Children receive good support and learn how to keep safe. For example, the childminder teaches them about road safety as they make traffic and road signs using paper plates for their pretend play.
- The childminder supports children's communication and language skills well. For example, she questions children skilfully and listens to them as they play, providing clear explanations to help develop their language.
- Self-evaluation is effective. The childminder has developed her evaluation process well to help her make good improvements to her practices following her last inspection, to improve outcomes for children.

### It is not yet outstanding because:

- The childminder does not extend opportunities for children to practise their early reading and writing skills more in their play and activities.
- The childminder does not always gather detailed information from parents about their children's abilities when they first start, or about what they learn at home, as part of the ongoing assessment process, to provide as much consistency in their learning as possible.

## What the setting needs to do to improve further

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

- increase opportunities for children to practise their early reading and writing skills
- encourage parents to provide more detailed information about children's skills and abilities when they first start and what they learn at home, as part of the ongoing assessment of their learning and development.

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled a range of documentation, including policies and procedures, and children's records.
- The inspector conducted a tour of the premises that the childminder uses for childminding purposes.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the signs and symptoms to look out for should she have a concern about a child in her care. She is clear about who to report her concerns to, should the need arise. The childminder supervises children effectively to help keep them safe and secure. For example, she risk assesses her premises and outings to ensure indoor and outdoor environments are safe for children to play in. The childminder keeps up to date with changes in legislation. She has accessed training courses since her last inspection to help her observe, assess and plan more effectively for children's individual learning needs.

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

The childminder regularly observes and assesses children's learning and development, and tracks their progress closely to identify gaps in their learning. She plans a wide range of activities and opportunities to meet their interests and learning needs. The childminder effectively makes the most of opportunities to develop children's imagination and creativity. For example, children enjoyed using the well-resourced pretend restaurant area to prepare and serve food. The childminder encouraged counting, such as when children accessed the toy cash till and money. She supported them well to count the pretend coins and learn that money has value, supporting children's early mathematical skills well.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's welcoming home. The childminder is a good role model and provides children with clear boundaries and expectations. She teaches children positively to develop manners, behave well and to help, such as tidying resources away when they have finished playing with them. Children receive plenty of praise and show good levels of self-esteem and confidence. Children learn about healthy lifestyles. For example, they take part in regular cooking activities and learn about the importance of washing their hands before preparing food. The childminder provides children with healthy balanced meals and snacks each day.

### Outcomes for children are good

Children make good progress in their learning and development in relation to their starting points. They enjoy taking part in new experiences and confidently lead their own play under the childminder's close supervision. Children benefit from a varied range of outings in their local community that develop their social skills and extend their learning experiences. They develop good skills for their future learning and move on to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY395710  |
| <b>Local authority</b>             | Wandsworth  |
| <b>Inspection number</b>           | 1054650   |
| <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>       | 1 - 1   |
| <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> | 9 March 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2009 and lives in Tooting Bec, located in the London Borough of Wandsworth. She operates Monday to Friday, all year round.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

