

# Childminder Report

**Inspection date**

13 September 2016

Previous inspection date

27 November 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 plans well and meets children's needs effectively, overall. She evaluates regular observations to determine children's next steps for learning. The childminder uses this information along with detail about children's starting points, to provide suitably challenging and stimulating activities. Children make good progress.
- The childminder works successfully with parents to keep them well informed of their children's progress. She provides good ways for parents to support their children's learning.
- The childminder evaluates her practice carefully and sets clear goals to build ongoing improvements.
- The childminder manages children's behaviour well, for example, using a gentle and fair approach, and providing praise to motivate children to behave well.

### It is not yet outstanding because:

- The childminder has not fully developed ways for children to learn about aspects of the natural world and to investigate in different environments, to expand on their understanding of the world.
- Children do not benefit from a wide range of different textures and materials to explore, to develop further their creative skills.

## What the setting needs to do to improve further

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

- develop more ways for children to learn about the natural world, explore, experience and investigate in different environments
- provide further ways for children to explore and experiment with a wider range of media and materials.

### Inspection activities

- The inspector viewed the premises with the childminder.
- The inspector observed and evaluated an activity with the childminder.
- The inspector observed interaction between the childminder and children, and spoke with children.
- The inspector discussed children's progress with the childminder.
- The inspector sampled some documentation and held a discussion with the childminder.

### Inspector

Jennifer Beckles

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder prioritises children's safety. For instance, she carries out risk assessments covering all aspects of her practice to help prevent accidents. Safeguarding is effective. The childminder has a good understanding of procedures to follow should she be concerned about a child's welfare. She is keen to monitor and improve her practice and skills, for example, through training courses and by sharing ideas for activities with other childminders. The childminder reviews planning and assessment to identify and tackle any gaps in learning. She has a good understanding of the early years foundation stage framework and regularly refers to it to ensure that she is meeting requirements.

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

The childminder supports children's early literacy skills well. For instance, she reads their favourite stories and encourages their language skills through effective questioning. The childminder teaches children good early mathematical skills. For example, she teaches children names of shapes and encourages them to count the number of shapes cut out from play dough. Children concentrate well on tasks and learn to share and take turns. The childminder ensures that children have good opportunities to learn a wide range of physical skills, including through visits to the local park to climb, jump and balance. Children benefit from playing a variety of ball games with the childminder, developing their physical coordination skills.

### Personal development, behaviour and welfare are good

The childminder gives careful attention to finding out about children's likes and dislikes, and their starting points. She uses this information to help children to settle well. The childminder has warm and secure relationships with children, which helps to build their confidence. Children are motivated to learn. The childminder encourages children's independence well. For example, they help to prepare their own fruit snacks and pour their own drinks. She teaches them good personal hygiene habits, such as washing their hands at appropriate times. The childminder teaches children to behave in safe ways. For instance, she discusses the danger of climbing on furniture and teaches children about road safety.

### Outcomes for children are good

Children make good developmental progress. They learn to accept and respect others. Children operate simple technology and learn about different types of sounds. They know alphabet letter names and complete simple puzzles. Children learn valuable skills to support their future learning in school.

## Setting details

<b>Unique reference number</b>	EY378819
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1057778
<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>	27 November 2015
<b>Telephone number</b>	

The childminder registered in 2008. She lives in Roehampton, in the London Borough of Wandsworth. The childminder provides care for children each weekday from 8am to 6pm, all year round, except on public bank holidays.

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.

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