

# Childminder Report

<b>Inspection date</b>	25 October 2016
Previous inspection date	16 February 2016

<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 attends training to keep her knowledge of the early years foundation stage up to date. She passes on information gained to her husband, who is also a childminder working with her, to establish a consistent approach to teaching and learning.
- The childminder understands how to develop children's language abilities, particularly for those who are learning English as an additional language. Children make good progress, particularly in their communication and language.
- Children enjoy a wide range of interesting and stimulating activities and experiences in her home. The childminder also takes children to a variety of places of interest locally and beyond to support their learning further.
- Communication between the childminder and parents is generally very effective. Parents are fully informed about their children's day in a variety of ways.

### It is not yet outstanding because:

- The childminder does not assess children's achievements closely enough to identify what they may need to learn next to ensure they reach their full potential.
- The childminder does not use self-evaluation effectively enough to pinpoint areas for development so that children's outcomes improve still further.

## What the setting needs to do to improve further

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

- refine the assessment of children's progress to provide a clearer picture of what they need to learn next
- strengthen self-evaluation routines to ensure they identify more clearly how children's outcomes can improve further.

### Inspection activities

- The inspector looked at a sample of relevant documents including the registration and first aid certificates and a range of policies and children's assessment records.
- The inspector looked at the quality of the learning environment and opportunities for children to select their activities.
- The inspector observed the interaction between the childminder and the children.
- The inspector spoke to parents and took account of their views.

### Inspector

Carlene Bremner

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is experienced and uses her knowledge to provide good quality experiences for the children. She has clear expectations of herself and the children and uses training to improve her provision. The childminder understands how to keep children safe and knows how to identify indicators that might suggest concerns about a child's welfare. She is vigilant in monitoring her home, toys and equipment so that the environment is kept safe. Safeguarding is effective. The childminder actively ensures equality and diversity through good teaching and use of different resources. The childminder has good relationships with parents. For example, she talks to them about what to expect when their children start school.

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

The childminder plans activities that support learning across all areas in a variety of effective ways. Children, including those who are learning English as an additional language, learn basic literacy and numeracy skills so that they are prepared for moving on to nursery or school. For example, the children look for letters and numbers on buses, doors, car number plates and in the environment. The childminder provides a wide range of toys and equipment and encourages children to choose what they want to play with. Parents receive daily information on their children's achievements. The childminder prepares progress reports for children at the age of two years as required and provides parents with a written copy of the outcomes.

### Personal development, behaviour and welfare are good

The childminder develops very secure relationships with the children and acts as a good example in how to treat others. For example, she encourages children to think about each other's feelings and the consequences of their actions to develop respect for others. Parents praise the childminder and describe the provision as 'a lovely home from home'. She discusses what the children do each day with parents and they comment that the children treat her as part of the family. Children learn to manage their own personal needs independently through everyday routines such as washing their hands before meals and snacks. Children behave well.

### Outcomes for children are good

All children, including those who are learning English as an additional language, acquire good levels of communication skills. Children speak very well for their age. They are confident and choose what they want to play with independently. Children make good progress from their starting points. Children are emotionally prepared for moving on to school or nursery.

## Setting details

<b>Unique reference number</b>	105782
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	1057401
<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>	0 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	16 February 2016
<b>Telephone number</b>	

The childminder registered in 1994 and lives in a second floor flat in Sloane Square, in the London Borough of Kensington and Chelsea. The childminder works each weekday from 8am to 6pm, all year round, except for family holidays and bank holidays. The childminder has a childcare qualification at level 3 and works with her husband, who is also a registered childminder.

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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