

# Childminder Report

<b>Inspection date</b>	14 November 2016
Previous inspection date	14 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Children are keen to learn and they eagerly join in with play. The childminder, along with her assistants, provides a happy environment for children. She enthusiastically encourages children's good learning and progress through the way she talks and plays with them.
- The childminder takes effective action to minimise hazards in the home and when on outings. For example, the childminder and her assistants make visual risk assessments to support them to care for children in a safe and secure environment.
- The childminder implements procedures to help review her provision. For example, she seeks the views of parents and her assistants to identify areas of strength and further development to maintain good outcomes for children.
- The childminder shares her policies and procedures with parents so that they are aware of how she supports their children's health, safety and well-being.

### It is not yet outstanding because:

- At times, the childminder does not support children effectively to take part in activities that help extend their self-help skills and independence.
- Parents are not consistently supported in helping their children's learning at home or in providing enough information about their children's interests and learning when at home.

## What the setting needs to do to improve further

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

- support children's growing independence and willingness to take part in activities to help them learn more effectively
- strengthen engagement with parents to help them support their children's learning at home and to gather more information about their children's understanding and abilities.

### Inspection activities

- The inspector spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The inspector observed the childminder's and the assistants' 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 knowledge of safeguarding procedures, which she follows closely to protect children from harm. The childminder and her assistants are alert for signs that children may be at risk and they know how to report any welfare concerns. The childminder is committed to enhancing her skills. She attends courses, such as an introduction to autism and managing behaviour, to keep her knowledge up to date. The childminder monitors her assistants' practice through daily discussion, for example, to highlight and resolve any concerns they may have.

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

The childminder has good systems in place to monitor children's progress and plan for the next steps in their learning. She regularly reviews assessments to ensure that any gaps in children's learning are addressed. The information she gains helps her to provide activities that capture children's interest and develop their learning. For example, children choose the musical instruments they want to use for their music activity. They blow their instruments with passion as they move their bodies to the sounds they create. The childminder and her assistants engage with children effectively in discussions as they play. They extend children's understanding of language and develop their confidence in speaking. For example, as children use building blocks they talk about colour and discuss how they are going to build a tower. They also speak Spanish within the setting to support children to enjoy and value languages from around the world.

### Personal development, behaviour and welfare are good

The childminder provides a secure and welcoming environment for children. Children are happy and settled. The childminder makes good use of settling-in visits to gather information about children's daily routines and personal needs. Children settle quickly and they develop close bonds with the adults. The childminder and her assistants are good role models to children. Children regularly attend community groups, such as childminder drop-ins, to enable them to socialise with other children and adults. Their patient, caring and consistent approach to managing children's behaviour helps to support them to use good manners. Children follow basic rules willingly. They have nutritious meals and healthy snacks daily, which help to encourage healthy lifestyles.

### Outcomes for children are good

Children make good progress in relation to their starting points. They gain early number, speaking, physical and social skills needed for the next stage in their learning and for the move on to nursery or school. Children are confident, engaged and express their needs well.

## Setting details

<b>Unique reference number</b>	EY457961
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1063277
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2013
<b>Telephone number</b>	

The childminder registered in 2013. She lives in Dulwich, in the London Borough of Southwark. The childminder operates her service Monday to Thursday, all year round. The childminder works with a number of assistants.

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

