

# Childminder Report

## Inspection date

7 March 2017

Previous inspection date

13 November 2014

<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

- The childminder is committed and passionate about her role. She values the importance of keeping her knowledge and skills current and is proactive about accessing professional development opportunities. For example, she has recently attended relevant training and is up to date with changes to requirements.
- Children make good progress in their learning. The childminder has effective strategies in place to monitor their ongoing development and uses her knowledge of children's skills and achievements to plan appropriate next steps.
- The childminder skilfully supports children's social and emotional development, and children behave well. She supports children to learn the importance of sharing and turn taking. The childminder is a good role model for children, and children form strong bonds with her.
- Partnerships with parents are effective. The childminder shares information regularly with parents about children's experiences and discusses their achievements at home and in the setting, which supports consistency for children's learning and care.

### It is not yet outstanding because:

- At times, the childminder does not support children to explore a broad range of materials and take calculated risks, to test out their ideas.
- On occasion, the childminder does not make the most of opportunities to help children develop their small muscle skills. For example, she does not consider the size of the equipment and resources to match children's ability to help them succeed more easily.

## What the setting needs to do to improve further

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

- support children to take age-appropriate challenges in their learning and explore a broader range of sensory materials
- consider how best to support younger children to enhance their physical skills and small muscle control.

### Inspection activities

- The inspector observed the childminder's teaching and children's learning , and evaluated the effectiveness of these during a range of activities.
- The inspector spoke with the childminder and her co-childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation, including the childminder's policies and the children's learning records.
- The inspector checked evidence relating to the childminder's suitability to work with children, and reviewed parents' written feedback made available during the inspection.
- The inspector spoke to parents to gain their views about the setting.

**Inspector**  
Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her service effectively to identify areas for development, and makes changes that benefit children. She works with her co-childminder to reflect on the quality of their provision, and includes the views of others. Safeguarding is effective. The childminder has a confident knowledge of her role and responsibility to keep children safe. She knows who to contact should she have any concerns about children's welfare, and follows her child protection procedures rigorously, keeping informed of all relevant safeguarding advice. For example, she has completed training to help recognise children's exposure to extreme views about what is right and wrong. The childminder makes effective links with other professionals. For example, she attends local groups to share good ideas, which has helped to develop the experiences she offers children.

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

The childminder interacts with children in a lively and enthusiastic way. She supports children's communication skills well. For example, she models language clearly for children and asks them appropriate questions to develop their thinking. The childminder knows children well and makes accurate and detailed observations of their learning, which she then shares with families to support learning at home. The childminder plans opportunities for children to develop their large muscles. For example, she makes use of the local community, such as the soft play centre and park where children practise climbing and balancing.

### Personal development, behaviour and welfare are good

The childminder provides a homely and friendly setting where children feel safe and secure. She is nurturing and supports children to settle quickly, showing them care and affection. The childminder creates a safe environment and takes measures to minimise potential hazards to children. For example, she teaches children about how to identify dangers and keep themselves safe. The childminder helps children to live a healthy lifestyle and implements procedures that support their good health. For example, she is aware of children's specific dietary needs and offers healthy nutritious snacks.

### Outcomes for children are good

Children are motivated to learn and actively explore their surroundings. Older children show interest in books and enjoy listening to stories. Younger children are keen to touch and feel the texture of materials. For example, they excitedly investigate soil outside, mixing it with water to see what happens. Children develop their imagination. For example, they use role-play resources to mimic their experiences of their home life. Children gain independence and seek to do things for themselves. Children make good progress and are well prepared for school or future learning.

## Setting details

<b>Unique reference number</b>	EY368293
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1070962
<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>	0 - 1
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 November 2014
<b>Telephone number</b>	

The childminder registered in 2008. She works alongside a registered childminder at her address, in the London Borough of Westminster. The childminder operates Monday to Friday, from 9am until 6pm, for most of the year.

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