

Childminder Report

Inspection date	5 May 2017
Previous inspection date	12 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 benefit from close partnerships between the childminder and other settings they attend. The childminder shares information effectively with the key person and she visits the other setting to read to children. She makes good use of opportunities to talk to the children about their time at pre-school. This helps to support continuity in children's learning experiences.
- The childminder supports children's communication and language development well. For example, she introduces new vocabulary in the context of their play, which helps them to build on their understanding of the meaning of words. Children make good progress from their starting points.
- Children form close bonds with the childminder and freely seek her help when they need it. This helps to support their emotional well-being. They learn to find solutions to problems. For instance, children request that the childminder lifts them up so they can reach the tall bin outdoors.

It is not yet outstanding because:

- The childminder does not always make the most of available space to help increase opportunities for children's learning even further.
- The childminder does not always provide consistent opportunities for children to understand the procedures to follow in the event of an emergency.

What the setting needs to do to improve further

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

- seek to make the most of available space and to increase opportunities for children's learning even further
- provide consistent opportunities for children to learn to keep themselves safe from harm.

Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector held discussions with the childminder at appropriate times.
- The inspector took account of the views of parents and children.
- The inspector assessed the effectiveness of the childminder's self-evaluation.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects well on her practice and has made good progress in terms of the recommendations raised in the previous inspection. She continually aims to improve her knowledge and skills further. For instance, she makes use of professional development opportunities to help improve her practice, such as completing effective progress checks for children aged two years. The childminder encourages two-way communication with parents. For instance, she tracks individual children's progress regularly and works closely with parents to help identify any concerns in their learning. Parents send in photographs of what children do and achieve at home and the childminder uses these to initiate discussions with children. Safeguarding is effective. The childminder is confident about the procedures to follow to protect children and ensure their safety. She has up-to-date knowledge of changes to safeguarding guidelines.

Quality of teaching, learning and assessment is good

The childminder plans well for the next steps in children's learning. For example, she plans visits to local amenities, such as soft play centres, the park and local library, to help build on children's interests. She skilfully captures children's engagement in activities, for instance, through demonstrating and talking. Children observe, listen to instructions and learn to copy actions, such as rolling, patting and cutting the play dough. This helps to support their communication skills and creativity. She helps children learn to use mathematical language, such as 'big' and 'small', as they make shapes with the play dough. The childminder provides opportunities for children to identify and name letter shapes. This helps them to build on their early literacy skills.

Personal development, behaviour and welfare are good

The childminder is a good role model. She treats the children with respect and models polite language. She gently guides them towards positive behaviour. For instance, she encourages them to look out for a cat to stop them pulling their cap over their eyes as they walk. Children build confidence in their abilities, for instance, as the childminder praises them when they persevere to complete tasks. The childminder makes good use of everyday opportunities to help support children's independence. For example, she encourages them to learn to get their shoes on and fasten them. When they have their snack she teaches them which way to hold the spoon to scoop the yoghurt effectively.

Outcomes for children are good

Young children learn to name objects. This helps to support their early communication skills. Older children learn to recount their experiences. For example, they name the children who accompanied them on a train journey. Children make good progress in their learning and are prepared well for their move on to school.

Setting details

Unique reference number	107303
Local authority	Southwark
Inspection number	1089010
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	12 February 2015
Telephone number	

The childminder registered in 1995. She lives in the Peckham, in the London Borough of Southwark. She provides childcare all day, Monday to Friday, for most of the year.

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