

Childminder Report

Inspection date

21 November 2017

Previous inspection date

11 March 2014

| 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 make good progress in relation to their starting points. The childminder monitors and assesses children's development accurately to identify and address gaps in their learning.
- The childminder and her assistant build very warm and trusting relationships with the children. They provide close comfort, reassurance and gentle guidance to help children develop positive attitudes towards others.
- The childminder provides lots of activities to help children learn about the world, such as outdoor play and outings. For instance, children go for walks to splash in puddles, to collect wild flowers and to find creatures to observe.
- The childminder is committed to maintaining good standards of care and learning for children. She has successfully addressed the recommendation from the last inspection. For example, she involves parents well in their children's learning and well-being, such as using daily diaries and activity books and encouraging parents to suggest outings.

It is not yet outstanding because:

- The childminder does not consistently organise some planned activities as well as possible to interest and engage the youngest children.
- The childminder does not consistently exchange detailed information with the other settings children attend, to complement their learning even further.

What the setting needs to do to improve further

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

- review and improve the organisation of some activities, to engage and involve the youngest children as fully as possible
- strengthen partnerships with the other settings children attend, to complement children's developmental needs even more effectively.

Inspection activities

- The inspector observed activities and the quality of the childminder's interaction with the children. She also discussed the effectiveness of an activity with the childminder.
- The inspector observed the management of children's care routines.
- The inspector looked at children's assessment records and talked to children at appropriate times.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector observed the childminder working with her assistant and reviewed feedback from parents.

Inspector

Bridget Copson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very clear understanding of the risks to children and the correct procedures to follow in the event of a concern about a child. She works closely with her assistant, and monitors his interactions with children well. The childminder and her assistant engage in regular professional development to improve outcomes for children. For example, the childminder is attending training to help her learn more about the triggers and strategies for managing children's behaviour. She has worked with parents to use ideas successfully, such as providing children with more choices and space to calm down. The childminder evaluates the quality of her provision to prioritise and make improvements. She encourages parents to share their views. They state, for example, their children are extremely happy, and the childminder supports children in transferring to school confidently.

Quality of teaching, learning and assessment is good

The childminder plans activities to help children achieve their next steps for learning. She joins in their play with enthusiasm, using good teaching skills to help them learn. For example, she demonstrates to older children how they can use their hands and tools to make marks with paint, and provides time for them to look at and feel the paint before deciding what to do. The childminder supports children's communication and language skills well. For example, she names the colours and animals in the stories they read together. She extends this by counting the characters to introduce number language. The childminder encourages young children to use their first words, such as copying their waves as they say 'bye, bye' and naming the animals when they make the sounds, such as 'woof'.

Personal development, behaviour and welfare are good

The childminder provides a safe and welcoming play environment for children with a good range of toys, and activities in the local community. She works efficiently with her assistant to provide new babies with close support and reassurance to feel safe, and to meet their care routines consistently. The childminder supports children's physical development well. For instance, children go for daily outings to the parks and playgrounds to use physical play equipment and to play active games. She provides safe and soft spaces for babies to roll, kick and discover ways to move and to explore sensory materials. Children enjoy happy mealtimes with well-balanced and nutritious home-cooked meals, and they learn to feed themselves.

Outcomes for children are good

Children develop the skills they need for their future learning and are well prepared to move on to school. They are happy, settled and make their own choices confidently. Children are motivated to learn and explore, and they communicate their needs effectively. They learn to manage tasks for themselves to develop good independence, such as using cutlery to feed themselves and helping to tidy away toys. Children learn how to keep themselves safe and develop healthy lifestyles.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY462848 |
| Local authority | Wandsworth |
| Inspection number | 1069316 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 5 |
| Total number of places | 12 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | 11 March 2014 |
| Telephone number | |

The childminder registered in 2013 and lives in the London Borough of Wandsworth. The childminder works with an assistant and offers care from 8am to 6pm from Monday to Friday.

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