

# Childminder Report

<b>Inspection date</b>	22 May 2018
Previous inspection date	4 June 2015

<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 uses her assessment checks well to help ensure all children are working comfortably within the range of development typical for their age. She identifies any areas where children may benefit from targeted support. All children make good progress relative to their starting points.
- The childminder supplements her home-based activities with daily outings that help further support children's understanding of the world. For instance, children examine the detailed features of objects of interest that they have collected on their walks. The childminder teaches them about wildlife as they watch different animals.
- The childminder tailors her settling-in arrangements well to suit the attachment needs of children. Children are happy and settled in the childminder's care.
- The childminder works closely with parents to ensure children experience consistency in their routines, such as when helping children to learn to use the toilet. She involves parents well in their children's learning. Parents receive regular updates about their children's daily activities and any new learning.

### It is not yet outstanding because:

- The childminder has not sharply focused her professional development on raising her practice and children's outcomes to the highest levels.
- During some activities and care routines, the childminder does not fully support children to learn to do things for themselves to increase their independence skills further.

## What the setting needs to do to improve further

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

- target professional development opportunities to further enhance knowledge and teaching to help raise children's outcomes to the highest levels
- make the most of opportunities for children to complete tasks for themselves and enhance their independence skills.

### Inspection activities

- The inspector observed activities and spoke with the childminder and children at appropriate times.
- The inspector looked at a range of documentation and spoke with the childminder about how she evaluates the effectiveness of her provision.
- The inspector observed the quality of teaching. She jointly evaluated, with the childminder, the effectiveness of the childminder's interactions with children.
- The inspector checked evidence of the childminder's professional development.
- The inspector considered the views of parents that were represented by the childminder.

### Inspector

Victoria Weir

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder successfully implements a range of policies and procedures that underpins her good practice. She demonstrates a good knowledge of her responsibilities to safeguard children. The childminder knows how to report any child protection concerns to the appropriate authorities. She reviews and amends her risk assessments to address any changes to the environments where children play. This helps keep children safe. Self-evaluation is accurate and includes the views of parents and children to help target improvements. For instance, the childminder has purchased toys based on children's preferences. She has successfully addressed the recommendation set at her last inspection. The childminder uses her links with other childminders to help update her knowledge of requirements.

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

The childminder makes suggestions and asks questions. She comments on what children do and say. This all helps to develop children's communication and language. Children have many opportunities to imagine and create. For instance, the childminder builds successfully on children's passing interest in playing with a box to develop their role-play skills. She encourages children to pretend they are passengers on a train. She asks questions that help older children use their previous experiences to build a story. The childminder supports children's early literacy and mathematics skills. She reads books to children each day. The childminder helps children to start to link sounds with letters, such as when they look at wall displays. She introduces counting opportunities into children's spontaneous play. The childminder encourages children to use a range of resources to develop their understanding of shape and size, such as blocks and jigsaws.

### Personal development, behaviour and welfare are good

The childminder teaches children how to behave well. Children enjoy her enthusiastic praise for their efforts and achievements. The childminder comments on children's play to effectively support their social skills. This helps children to include each other in their play. For instance, she teaches older children that toddlers do not yet understand some expectations for behaviour. The childminder provides many activities that complement children's daily outdoor energetic play. They take part in weekly planned movement sessions. The childminder teaches children how to stay safe and healthy.

### Outcomes for children are good

All children are learning key skills that will support their future learning. Two-year-old children learn to communicate in simple sentences. They comment on each other's play and demonstrate how they are building good relationships with their friends. They learn to use the toilet. Children learn to count and understand some mathematical language, such as 'small' and 'big'. Children who speak English as an additional language learn to speak English well. Toddlers babble and develop their walking skills. All children are confident, and motivated to play and learn.

## Setting details

<b>Unique reference number</b>	EY242470
<b>Local authority</b>	Westminster
<b>Inspection number</b>	1091524
<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>	1 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 June 2015
<b>Telephone number</b>	

The childminder registered in 2003. She lives in the St John's Wood area of the London Borough of Westminster. She works each weekday throughout the year from 8am to 6pm.

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