

Childminder report

Inspection date	21 December 2018
Previous inspection date	9 September 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	2
Effectiveness of 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 forms secure attachments with the children, who are comfortable and happy in her care.
- The childminder knows the children well and uses accurate assessments of their development to find out what they need to learn next. She plans specific activities to target children's next steps in learning. Children make good progress from their starting points.
- The childminder provides plenty of opportunities to encourage children to choose activities and games. This gives children great delight, choosing the toys they want to extend their play and learning. For instance, children pretend they are in a traffic jam and breaking down without petrol.
- The childminder monitors and evaluates the quality of her teaching and provision well. She identifies areas for development and effectively addresses them to help her drive improvements. Children achieve positive outcomes in their learning and development.
- The childminder has good partnerships with parents and other early years settings that children also attend. She shares information with parents and the other early years settings, and receives valuable support and advice, helping to support children's care.
- Sometimes the childminder does not recognise when to give children more time to follow through their own ideas and solve problems for themselves during play.
- Occasionally, the childminder does not give children clear messages to help support their understanding of what is expected of them.

What the setting needs to do to improve further

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

- provide children with even more support to think of their own ideas and develop their problem-solving skills
- develop further the opportunities for children to receive positive messages about what is expected of them.

Inspection activities

- The inspector observed the quality of teaching during the childminder's interactions with children and assessed the impact it had on their learning.
- The inspector discussed and evaluated the activities children take part in with the childminder.
- The inspector took account of the written views of parents through the childminder's own questionnaires. She spoke to children during the inspection.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- The inspector viewed the areas of the home used for childminding, and discussed children's safety with the childminder.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates her practice and provision well. She identifies areas of strength and further developments, and effectively addresses these. For example, she has completed her own research to strengthen her knowledge and professional development, and helps improve outcomes for children. The childminder ensures her environment is well organised. Resources are stored safely and children are able to choose toys of their interest easily. The childminder makes clear assessments of children's development. She reviews children's progress over time to help her identify any gaps in their learning, and provides appropriate support to help them improve. Safeguarding is effective. The childminder has attended safeguarding training and has used her knowledge to update relevant policies and procedures. She has a good understanding of how to recognise and respond to concerns about children's welfare. Parents comment that they are very satisfied with the quality of care and support for children and they feel involved in their children's learning.

Quality of teaching, learning and assessment is good

The childminder provides activities in response to children's changing interests. She successfully motivates children's eagerness to join in play. The childminder interacts well with the children and successfully supports their language skills and understanding. For example, she repeats what children say so they hear it clearly. She introduces words, such as 'mechanic'. This helps to extend children's vocabulary as well as their imaginations and understanding of people's roles in the wider world. The childminder uses words, such as 'next to', 'under' and 'enough', to help enhance children's knowledge of space and amounts. She provides plenty of opportunities to encourage children to count and identify shapes and colours. The childminder provides many experiences to support children's finger muscles and encourage their early writing skills. She builds on children's learning based on their interests at home and experiences outside of her care, such as different places they have visited, to help extend their learning further.

Personal development, behaviour and welfare are good

The childminder helps children to feel safe and secure in her care. For example, she encourages them to develop strong friendships with their peers and herself. The childminder encourages children to be independent and to develop good self-care skills. She helps children develop healthy lifestyle habits. For instance, they follow effective hygiene practices. The childminder talks with children about fruits they like and allows them to choose the fruits for their snack. The childminder promotes children's physical health and development well and ensures they have plenty of opportunities to be active.

Outcomes for children are good

Children are motivated and enthusiastic learners. They readily explore, are prepared to 'have a go', and keep trying when things are difficult. They make up their own stories as they play. Children develop particularly strong communication skills. They are confident and enjoy experimenting with how to use toys and materials in different ways. Children are well prepared for starting school or nursery.

Setting details

Unique reference number	EY468545
Local authority	Lambeth
Inspection number	10083372
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 September 2014

The childminder registered in 2013 and lives in West Norwood, in the London Borough of Lambeth. She operates from 7.30am until 6pm each weekday.

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