

# Childminder report

<b>Inspection date</b>	29 May 2019
Previous inspection date	25 November 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 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 successfully promotes diversity. For example, children access positive books and dressing-up clothes, which show people's differences and cultures.
- The childminder provides a wide range of learning experiences and activities. She captures children's interests effectively and supports them well to make good progress in their learning and development.
- Partnership with parents is good. Parents appreciate the 'home-from-home' care their children receive. They comment on their children's social development and the vast range of activities available.
- The childminder is a good role model and has a calm approach. Children are encouraged to behave well. For example, they have designed a sign for the door asking people to remove their shoes before entering.
- The childminder works in partnership with other professionals. She shares information with local schools, which provides continuity and support for children.
- Children develop good communication and language skills. This is demonstrated when young children are able to name vehicles as they play, such as 'taxi' and 'Mini'.
- The childminder has not yet fully developed her assessment systems to monitor the progress of children precisely in order to move them on more quickly.
- The childminder does not focus her self-evaluation sharply enough on the areas she needs to develop to extend the quality of her practice further.

## What the setting needs to do to improve further

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

- build more consistently on children's assessment methods to help them achieve as much as possible in their learning
- develop self-evaluation to focus more sharply on identifying those key areas of development which would drive improvement towards the highest level.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed play activities and the childminder's interaction with children. She discussed the quality of teaching and learning with the childminder.
- The inspector took account of written feedback from parents.
- The inspector looked at relevant documentation, including risk assessments, safeguarding policies and evidence of the suitability of those living in the home.
- The inspector carried out a joint observation with the childminder.

#### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder reviews her safeguarding policies and keeps her knowledge up to date. She understands the procedures to follow if she has a concern about a child's welfare. She knows how to protect children in her care. The childminder carries out regular risk assessments of her premises and for outings in order to keep children safe. She gathers useful information from parents before children start. This helps children settle quickly. The childminder knows children well and supports their individual needs. Parents are kept informed about their children's achievements. She shares tips with parents to support their children's development at home. For example, they discuss the best approach to potty training. The childminder applies her learning to various areas of her practice and makes changes to benefit the children. She demonstrates this using skills to support children's learning of phonics through music.

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

The childminder has high expectations of children. She encourages them to ask questions as she engages in meaningful conversations. The childminder models play which enables young children to sustain their concentration during activities. She plans challenging activities based on her observations and assessments of children's learning. For instance, children have the opportunity to explore paint and use different tools to create patterns. They use their fingers to explore textures. The childminder has a good understanding of how children learn. She skilfully extends children's understanding of the world around them as she links the activity to things children see. They demonstrate this when young children learn colours and extend their communication and language skills, linking red, yellow and green to the traffic lights outside.

### Personal development, behaviour and welfare are good

Children have a close relationship with the childminder and show good levels of confidence. They are active, which is good for their physical well-being. This helps them to develop an understanding of healthy lifestyles. For instance, the childminder supports children to make healthy choices from a wide range of snacks. Children have regular trips to outdoor areas such as the parks, woods and a farm. Children are independent at mealtimes and motivated to do things for themselves during personal-care routines. They enjoy helping to tidy up and prepare for the next part of the day. They demonstrate this when they wash their hands. Children have a good understanding of how to keep themselves safe. For example, they show great care during imaginary play sharing and making tea. They describe how to be careful as the tea is 'hot'.

### Outcomes for children are good

Children learn shapes at a young age. This is apparent when young children make shapes with their hands and say 'diamond'. They link songs and rhymes to actions, such as 'Twinkle, twinkle, little star'. Children develop good creative skills and enjoy building. They describe their robots and houses and name different shapes such as squares and triangles accurately. Children have the opportunity to develop their early literacy skills as letters and sounds in their name are identified during play. Children learn the skills that they need for their next stages in learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY271267
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10068036
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 November 2015

The childminder registered in 2004. She lives in Streatham, in the London Borough of Lambeth. She operates Monday to Friday, from 8am to 6pm. The childminder has a relevant qualification at level 3.

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