

# Childminder report

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|--------------------------|---------------|
| <b>Inspection date</b>   | 1 August 2019 |
| Previous inspection date | 15 July 2016  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>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 qualified and experienced childminder has created a welcoming and stimulating setting. She reviews her provision regularly to help her meet all children's needs effectively. She seeks feedback from parents as a way to identify what she does well and where she can improve her service further.
- The childminder provides clear and consistent boundaries for behaviour, to help children understand what they should or should not do. Children behave well and are kind and friendly towards others.
- Children develop an interest in technology and how things work. For instance, they learn how to operate electronic toys by pressing buttons to create sounds and other effects.
- The childminder supports children's literacy skills effectively in a range of ways. For example, children practise making marks, enjoy listening to stories and look at books independently.
- Children are confident to communicate their ideas and demonstrate a positive attitude towards learning. For instance, they set themselves challenges, such as completing a jigsaw puzzle, and show good perseverance as they complete the task.
- The childminder does not always make the most effective use of opportunities to support children's understanding of numbers, counting and quantity.

## What the setting needs to do to improve further

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

- develop further the range of experiences to support children's understanding of mathematics.

### Inspection activities

- The inspector spoke to the childminder to check her understanding of the welfare and learning requirements. She observed and spoke to children and considered their views and experiences.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector looked at a range of documentation, including policies and procedures, health and safety checks and children's records.
- The inspector viewed the areas used for childminding purposes.
- The inspector looked at parents' written feedback to assess their views.

#### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has robust policies and procedures to help her keep children safe and well. She attends regular training to maintain a good knowledge of a wide range of safeguarding issues. The childminder knows the signs that may indicate a child is at risk of harm and understands how to report any concerns about children's welfare. The childminder works in partnership with parents effectively to support children's care and learning needs. She gathers useful information about children when they join her provision, to help her cater for their routines and plan for their learning. This includes providing specific activities and support for children with special educational needs, to help them make the best possible progress.

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

The childminder observes children closely and regularly reviews their progress. She uses this information to plan a range of activities to promote their learning. The childminder understands children's individual learning needs and teaches them well. She forms effective links with staff at schools that children also attend, to help maintain good continuity in their care and learning. The childminder supports children's communication skills effectively. For instance, she plans times during the day when they look at books together. She uses these as opportunities to encourage discussions and introduce new words to children. The childminder ensures that children play outdoors each day, to help promote their physical development and teach them about the world around them.

### Personal development, behaviour and welfare are good

Children develop strong emotional bonds with the childminder and her family, which nurtures their confidence and well-being very effectively. They appear happy and settled in her care. The childminder supports children's understanding of how to lead healthy lifestyles well. For instance, she provides a range of nutritious meals and snacks, and teaches children that they need to wash their hands at appropriate times. Children become increasingly independent and manage their personal care needs well, such as when using the toilet. They are helpful and enjoy the responsibility of helping with chores, such as tidying away toys and cleaning the table after a painting activity.

### Outcomes for children are good

Children make good progress from their individual starting points, including children who speak English as an additional language and those with special educational needs. They acquire a good range of skills as they work towards the next stages in their learning. Children are confident communicators and develop good speaking and listening skills. They are imaginative and express their thoughts and ideas in a range of different ways, such as through painting, role play and singing. Children practise physical skills, for instance, as they make marks with pencils or play ball games. This helps them to develop increasing control over their small- and large-muscle movements.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY450954  |
| <b>Local authority</b>             | Wandsworth  |
| <b>Inspection number</b>           | 10075238  |
| <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>       | 4 - 4   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 1   |
| <b>Date of previous inspection</b> | 15 July 2016  |

The childminder registered in 2012 and lives in Battersea, in the London Borough of Wandsworth. She operates all year round from 7am to 6.30pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

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