

Childminder Report

Inspection date

23 February 2016

Previous inspection date

31 October 2011

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

- The childminder plans a good range of exciting and motivating activities. Assessment procedures are thorough and she knows where each child needs support in their learning and development. She effectively plans for this in daily routines and activities.
- The childminder helps children to form secure attachments and effectively promotes their emotional well-being. Children are well settled and show confidence in the childminder's care. Children's behaviour is good. The childminder sets clear boundaries and consistently applies them so that children begin to learn right from wrong.
- The childminder has good partnerships with parents. She uses a range of methods to engage parents and to work together to identify and meet children's needs.
- The childminder has developed effective methods for self-evaluation, which helps her to reflect on her practice. There is a comprehensive range of well-organised policies and procedures in place, which are shared with parents and followed robustly to promote children's safety and welfare.

It is not yet outstanding because:

- Children do not always have enough opportunities to learn about the similarities and differences of people and cultures in their wider community.
- The childminder shares information about children's care needs with the nursery schools they attend. However, she does not share enough information about their progress to fully support a shared approach to children's learning.

What the setting needs to do to improve further

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

- strengthen systems for sharing information with other early years settings to fully promote continuity in all children's learning
- extend further the opportunities for children to learn about the similarities and differences of people and cultures in the wider community.

Inspection activities

- The inspector observed the childminder's practice with the children.
- The inspector discussed the children's development with the childminder, after making a joint observation of their play.
- The inspector discussed with the childminder how she obtains the views of all the users of her provision and also discussed self-evaluation with her.
- The inspector examined a selection of documentation.

Inspector

Melissa Cox

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of the procedures to follow in the event of a child protection concern. She actively ensures the environment is safe for children. The childminder effectively monitors and tracks children's progress to ensure they are all making equal progress. The childminder reflects on her practice and keeps up to date with any changes. For example, she regularly accesses online training and shares advice and good practice with other childcare providers. The childminder listens to and takes account of parents' and children's feedback and uses this well to make improvements to her service. Parents' written comments are very positive.

Quality of teaching, learning and assessment is good

The childminder makes high-quality observations and assessments of children's learning and development. She provides a varied range of learning opportunities that stem from each child's needs and interests. Children are given time to develop their own ideas and the childminder sensitively intervenes and plays alongside them. For example, young children listen to lullabies together and they sing along to these rhymes. Children develop a good understanding of mathematics. They recognise shapes as they talk about the crescent shape of the moon. Overall, children concentrate well, show sustained interest in their chosen activities and make good progress.

Personal development, behaviour and welfare are good

Children demonstrate a sense of well-being and belonging in the childminder's warm and welcoming family home. The childminder supports children's self-confidence as she praises children for trying hard so that they want to keep learning. The childminder is a positive role model. She effectively models good manners and respect for others to help children develop positive social skills. Children have lots of opportunities for regular physical exercise in the childminder's garden and during regular outings. For example, they make dens, dig in the sand and help with planting. The childminder helps children to understand why it is important to have a healthy diet through a wide range of cooking activities. Children make good progress in their self-care skills and are well supported to learn about staying safe.

Outcomes for children are good

Children are well supported, especially in areas such as communication and problem solving. They count as they build brick towers and work out that the bigger bricks at the top will make their tower topple. Children are motivated learners and gain the necessary skills to support their move to other settings and school.

Setting details

Unique reference number	510973
Local authority	Richmond upon Thames
Inspection number	842370
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	31 October 2011
Telephone number	

The childminder registered in 1992. She lives in the London Borough of Richmond. The childminder has a certificate in early years practice at level 4 through the Open University. She is open all year round.

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