

Childminder Report

Inspection date

5 April 2016

Previous inspection date

9 May 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 supports children's emotional development particularly well. She knows their individual needs and meets them successfully. Children enjoy their time in her care.
- The childminder builds positive relationships with parents and involves them in their children's learning. Parents value the childminder's calm and patient manner and they state that their children are developing well.
- Children make good progress in their learning. They participate in a wide range of activities tailored to their individual needs and interests.
- The childminder monitors her practice and the educational programmes effectively to make sure that children are progressing and any gaps in their learning are closing.
- Children behave well. The childminder is a positive role model and teaches the children from an early age her boundaries and expectations. They cooperate well. The older children often help the younger children, modelling their good behaviour.

It is not yet outstanding because:

- The childminder occasionally misses opportunities to promote children's awareness of shapes in everyday play to support their mathematical development fully.
- Occasionally, when younger children are playing independently, the childminder does not always encourage their communication and language skills further.

What the setting needs to do to improve further

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

- maximise opportunities to encourage children's awareness of shapes to promote their mathematical development further
- extend younger children's communication and language skills consistently as they play.

Inspection activities

- The inspector observed the childminder, her co-childminder and the children.
- The inspector spoke to the childminder and the children at appropriate times.
- The inspector reviewed a sample of documentation, including self-evaluation documents and children's learning records.
- The inspector used written information provided by parents to gain their views.

Inspector

Lorraine Sparey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date through training. She is clear on the procedures to follow to protect children from harm in the event of concerns about their welfare. The childminder implements good methods to monitor and evaluate her provision. She has improved this process since the last inspection. She continually reflects on her practice and identifies further improvements, such as training to help her extend her skills further. The childminder builds secure relationships with other early years settings that the children attend to enable them to develop a consistent approach to supporting their learning.

Quality of teaching, learning and assessment is good

The childminder shows a genuine interest in what children are saying and doing and they respond well to her. For example, they listen with interest, and actively join in their favourite stories and use props to act them out. Overall, the childminder uses effective questioning to help encourage and extend children's learning. The childminder completes regular observations and assessments. She involves parents in this process to make sure that they are accurate and takes account of children's achievements at home. The childminder's plans are flexible. She quickly adapts them when children do not want to participate in the planned activities so she can follow their interests and maintain their enthusiasm.

Personal development, behaviour and welfare are good

Children show high levels of confidence as they move around the environment using a wide range of equipment and different areas of the home. For example, children thoroughly enjoy playing with the pretend kitchen, food and utensils and develop their social skills as they play. They pretend to make dinner and are keen to involve the childminder and her co-childminder. Children develop their physical skills and understanding of safety. For example, outdoors they confidently use the trampoline and know that they need to secure the safety net before they start bouncing. Children benefit from healthy and nutritious snacks and meals. They follow good hygiene routines. Children learn about the wider world through activities, such as celebrating Chinese New Year when they learn about the Year of the Monkey.

Outcomes for children are good

Children successfully develop the skills they need for school. They are motivated learners, keen to participate in the broad range of activities provided. Children confidently join in with songs and rhymes. Older children actively use their imagination and develop their language as they build models with the bricks and talk about what they are building. Younger children show good levels of concentration as they stack wooden objects.

Setting details

Unique reference number	EY240498
Local authority	Lambeth
Inspection number	832902
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	9 May 2011
Telephone number	

The childminder registered in 2003 and lives in the Herne Hill area of the London Borough of Lambeth. The childminder works Monday to Friday all year round.

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