

Childminder Report

Inspection date

21 June 2016

Previous inspection date

12 August 2010

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 provides a warm and welcoming environment for children. They attend a number of settling-in sessions and quickly form secure attachments to the childminder. Children are happy and feel safe in her care.
- Parents are involved in their children's learning and regularly contribute their views and share information about what they have been doing at home. The childminder frequently shares updates about how children are progressing in their learning. Parents state they are very happy with the care provided.
- The childminder has a good understanding about how children learn and develop. She provides interesting and challenging activities that children eagerly participate in. This helps to support children in making good progress in their learning and development.
- Children's mathematical development is supported through the learning opportunities provided by the childminder. They count up to 20 in English and take turns to count in Spanish. They join in songs where they count backwards from five to zero.
- Children join in with learning about the name and sounds that letters make. They excitedly sing songs about each letter they learn and follow the songs along in a book. Younger children are focused and try to sound out the letters they hear in each song.
- The childminder monitors and evaluates the assistant's practice and sets targets for improvement.

It is not yet outstanding because:

- The childminder is committed to improving her practice. However, her strategies are not always sharply focused to support her to extend her quality of teaching to the highest level.

What the setting needs to do to improve further

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

- strengthen the self-evaluation process to clearly identify and target sharply focused areas for development to help extend the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed and discussed a planned activity with the childminder.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection. She looked at relevant documentation, such as the children's learning records and a sample of policies.
- The inspector read feedback from parents and talked to children during the inspection and took account of their views and responses.
- The inspector reviewed evidence of the suitability of the childminder and all adults living at the premises.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is alert to the signs and symptoms of abuse. She understands the procedures to follow to report any concerns. The childminder plans to assess and evaluate her practice to identify areas for further development. She incorporates parents and children's views in her plans for improvement. The childminder and her assistant access training to further their learning, gain new skills and keep themselves updated with new legislation. The childminder builds good relationships with settings that children move on to. She shares children's assessments of learning with them. The childminder reviews her observations and assessments of children's learning and development. She uses this information to identify any areas of weakness and plan children's next steps in learning. The childminder follows this procedure to ensure learning opportunities and activities meet children's individual needs and abilities. She monitors and evaluates the assistant's practice and sets targets for improvement.

Quality of teaching, learning and assessment is good

The childminder has a clear focus on supporting the development of children's language and communication. She uses opportunities in play to extend their language skills and introduce new vocabulary. Children recognise the first letter of their own and each other's name. The childminder encourages the children to learn basic words from their home language and she teaches the children some basic words in Spanish. Children delight in playing a part during an interactive story session. They listen carefully and move their toy characters at the correct times during the story. Parents contribute to establishing their children's starting points during their first sessions with the childminder.

Personal development, behaviour and welfare are good

Children behave very well and are kind and considerate towards each other. They are polite and use good manners. Children receive frequent praise and encouragement from the childminder which helps to promote their self-esteem. Children learn to take turns and share fairly, needing few reminders. Children's independence is encouraged and even young children are given the opportunity to try new things for themselves. Children learn about the importance of living a healthy lifestyle through discussion and activities. Children are provided with healthy meals and snacks. Children have plenty of exercise and enjoy trips to the local park, woods and a farm.

Outcomes for children are good

Children make good progress from their individual starting points. The childminder identifies any weaknesses in learning and gives targeted support. This ensures that gaps in learning close quickly. Children are well prepared for their next stage in learning and for starting school. They enjoy exploring a wide range of Colombian musical instruments. The childminder shows children how to play the different instruments and they delight in playing along to the Spanish songs. They learn that some instruments are percussion and some instruments are woodwind.

Setting details

Unique reference number	EY246421
Local authority	Kensington & Chelsea
Inspection number	1040145
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	12 August 2010
Telephone number	

The childminder was registered in 2003 and lives in London. She operates all year round from 8.30am to 5.30m, Monday to Friday, except for bank holidays and family holidays. She works with an assistant at various times.

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