

Childminder Report

Inspection date

27 April 2016

Previous inspection date

2 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Children are happy and enjoy their time with the childminder and confidently express their needs. They gain skills ready for their future, such as recognising their name. Children make good progress from their starting points.
- The childminder provides regular opportunities to involve parents in their children's learning. For example, she offers daily discussions, sends texts, shares children's development folders and provides written daily diaries. This helps parents to continue their children's learning at home.
- Children behave well. The childminder provides clear guidance to help children manage their behaviour. For instance, she comes down to the children's level and calmly explains to them.
- The childminder works effectively with other settings children attend. This supports a consistent approach in meeting children's development and care needs.
- The childminder completes thorough risk assessments of her environment. This helps children to play safely in their surroundings.

It is not yet outstanding because:

- Children do not always have opportunities to find their own solutions and solve problems to extend their learning further.
- The childminder does not always make the most of opportunities to allow children to do things for themselves to further develop their independence skills.

What the setting needs to do to improve further

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

- strengthen opportunities for children to find solutions and solve problems to further extend their learning
- increase opportunities for children to do things for themselves to extend their independence skills further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

Inspector

Sarah Stephens

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs that would cause her concern about a child's welfare and the processes to follow. She monitors children's progress. This helps her identify any gaps in development early and provide the appropriate support. The childminder attends training to improve her knowledge and skills. For example, she gained new ideas to engage children in expressive arts and design. The childminder uses the views of children, parents and other professionals to evaluate her service. She identifies and makes changes to her practice and provision to provide positive outcomes for children.

Quality of teaching, learning and assessment is good

The childminder uses the information from her observations and assessments well to track children's progress and plan their next stage in learning. She effectively supports their communication and language skills. For example, she uses discussions well and introduces more complex words, such as 'antenna' and 'ocelot'. The childminder teaches children about mathematics securely. For instance, children learn to count, such as the legs on an insect. The childminder supports children's literacy development well. For example, she encourages children to read to each other and talks to them about their experiences connected to stories. The childminder supports children's confidence and self-esteem effectively. For instance, she tells them she really likes the insects they have made and provides them with positive praise.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and stimulating environment. Children settle well and freely explore their surroundings. They form secure emotional attachments and positive relationships with the childminder. The childminder helps children learn about healthy lifestyles. For example, she provides nutritious options at mealtimes and daily opportunities for children to be physically active. This helps support children's good health and well-being. The childminder provides opportunities for children to learn about other people and diversity. For example, they celebrate festivals from around the world and talk about differences. This helps them learn to respect and value each other.

Outcomes for children are good

Children make good progress and develop skills in readiness for their future learning. They develop their literacy skills well. For example, children learn to hold equipment and draw with control. Babies are included in group activities well, and the childminder provides good opportunities for them to develop their physical skills, such as pulling themselves up to stand. Children are confident to talk to adults and ask for their help. They maintain their concentration during activities effectively and are motivated to learn.

Setting details

Unique reference number	EY250623
Local authority	Southwark
Inspection number	826522
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	2 November 2011
Telephone number	

The childminder registered in 2003 and lives in the London Borough of Southwark. She offers all day care, Monday to Thursday, throughout the year. The childminder has a relevant level 3 childcare qualification.

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