

# Childminder report

**Inspection date**

5 April 2019

Previous inspection date

14 December 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 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 childminder has a good knowledge and understanding of how children learn. She plans interesting and enjoyable activities that stimulate children's imagination. The childminder plays alongside children, talks to them and helps to extend their communication and language skills well.
- The childminder fosters good relationships with other agencies and settings that children attend. This contributes towards children benefiting from consistent care, especially those with special educational needs and/or disabilities (SEND).
- The childminder uses good methods to help children to behave well. Children share toys and willingly help to tidy up. They listen well to the childminder's guidance and advice and show they are happy and content.
- The childminder keeps parents informed about their children's progress through a variety of ways, such as messaging systems, daily conversations and written assessments. This helps children's continued learning at home.
- The childminder does not make the most of opportunities to extend children's understanding of different foods and raise their awareness of healthy eating.
- The childminder's procedures to monitor the performance of her new assistant are not fully embedded.

## What the setting needs to do to improve further

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

- raise children's awareness of different types of food and how this contributes to their good health
- embed fully the arrangements to monitor the performance and develop the skills of the assistant.

### Inspection activities

- The inspector observed children at play in the childminder's home.
- The inspector examined a range of documents, including children's records and learning journals.
- The inspector took account of the written views from parents.
- The inspector completed a joint observation with the childminder.
- The inspector discussed the childminder's methods of evaluating her service and her plans to support her new assistant.

#### Inspector

Gill Cubitt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her child protection training regularly and knows what action to take should she have concerns about the welfare of a child. The childminder monitors and evaluates the quality of her provision well. She monitors children's progress accurately. She uses training well to improve her practice. For example, she has reviewed her routines and reorganised the space to provide children with more access to toys and resources. Children are now able to make more choices, which helps to enrich their play experience. The childminder has recently employed an assistant to provide additional support during busier times. This enables children, including those with SEND, to have even more one-to-one adult interaction to aid their learning.

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

The childminder plans activities effectively which support children in their learning and development. She observes children's play and skilfully assesses their abilities. The childminder organises appropriate activities to target any gaps in children's learning. For instance, she has made effective use of 'toddler talk' methods to support children's communication needs. Older children enjoy singing rhymes and repeating words. They enjoy including babies, helping them to join in with the actions. Older children enjoy talking to each other as they sort different food items in the play kitchen, which supports their early understanding of differences, shapes and sizes.

### Personal development, behaviour and welfare are good

The childminder is welcoming and children warm to her engaging manner. Older children listen attentively and eagerly participate in songs and activities to include babies, such as peek-a-boo using scarves. Children clap and giggle as they all join in the fun. Children are beginning to learn to value one another and appreciate differences. They frequently meet other children and join in the many activities during visits to places, such as children's groups and centres. This increases children's social awareness and enables them to widen their friendships. Daily outings to nearby open spaces enable children to be physically active and this contributes to their good health. Children are aware of keeping safe, particularly when using the outdoor steps. They like to dress up in outfits of the emergency services and know that police officers are there to protect them.

### Outcomes for children are good

Children are motivated and keen to learn. They make good progress from their starting points, including those who speak English as an additional language and those with SEND. Children develop a range of skills that prepare them well for their next stage in learning and the move to school. Babies and toddlers begin to move around with confidence and older children challenge their physical skills during daily outings. Children enjoy socialising with different groups of children in community activities. Children recognise shapes, colours and sizes. They enjoy looking at books and use their hands, fingers and other tools to create marks and patterns.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY288542                                                                          |
| <b>Local authority</b>             | Lambeth                                                                           |
| <b>Inspection number</b>           | 10064050                                                                          |
| <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>       | 1 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 5                                                                                 |
| <b>Date of previous inspection</b> | 14 December 2015                                                                  |

The childminder registered in 2004. She lives near Clapham Common, in the London Borough of Lambeth. The childminder works with an assistant and provides flexible care for children from 7am to 6pm, Monday to Friday, all year round.

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