

Childminder Report

Inspection date

23 February 2016

Previous inspection date

19 April 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

- Children develop strong bonds with the childminder and learn how to build good relationships with their friends. They are very happy, settle quickly and feel safe and secure in her care.
- The childminder has a good understanding of children's interests and learning needs. She plans a wide range of exciting activities, both in her home and in the local community, to capture children's interests and extend their learning.
- Children are keen to learn and show a strong exploratory nature. They are confident to experiment and demonstrate increasing independence as they play. They make good progress in all areas of learning based on their starting points.
- Children's language and literacy development are supported particularly well. The childminder puts into practice skills gained through training to increase children's confidence and use of language and to promote their interest in books and stories.

It is not yet outstanding because:

- The childminder does not provide parents with sufficiently detailed information about the next steps in children's learning, to further promote their involvement at home.
- Opportunities are sometimes missed to make children more aware of their place in their own family and the factors that make them unique.

What the setting needs to do to improve further

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

- provide parents with more detailed information about the next steps in their children's learning, to further promote consistency
- increase opportunities for children to become more aware of their place in their own family and to recognise what makes them unique.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation and a sample of other documentation, including policies and procedures.
- The inspector took account of the childminder's self-evaluation and written feedback from parents.

Inspector

Samantha Powis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of statutory requirements and of her responsibilities to promote children's welfare and protect them from harm. The childminder accesses training to update her professional knowledge and skills. She reflects on her learning well and has used her new skills to improve the support she offers for children's language and communication development. The childminder establishes strong relationships with parents to help her understand and support children's individual needs well. The childminder monitors children's progress closely to identify and address any gaps in their learning, helping all children to progress well.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She gets fully involved in their play and provides a highly motivating and accessible environment for children to explore. Children are keen to learn. The childminder adapts all activities well to reflect children's interests. For example, a recent trip to a hardware store enabled children to learn more about tools and construction. This outing captured their interests and motivated them to use their imaginations to make their own extremely detailed models using a wide range of tools and materials. Children's natural curiosity is captured well. For example, they used a range of scoops and containers to investigate the dry lentils. The childminder introduces mathematical language, such as 'full' and 'empty', to challenge and extend children's learning.

Personal development, behaviour and welfare are good

Children have a great deal of fun with the childminder and feel welcome in her home. They enjoy lots of cuddles and attention, giving them a strong sense of belonging. Children behave well. The childminder is a good role model and promotes sharing, turn taking and good manners during daily activities and play. The childminder skilfully supports children to be independent. For example, children confidently choose resources to support their play and are increasingly independent in managing their personal care needs, such as putting on shoes and coats. The childminder praises children's achievements which helps them to develop good self-esteem. The childminder teaches children about road safety as they go out and about, and helps them to understand about developing healthy eating habits through the range of healthy food she provides.

Outcomes for children are good

Children make good progress in all aspects of their learning. They benefit from lots of praise and encouragement from the childminder and gain confidence in their own abilities. They develop the key skills to prepare them well for their move to school.

Setting details

Unique reference number	EY402368
Local authority	Richmond upon Thames
Inspection number	831173
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	19 April 2011
Telephone number	

The childminder registered in 2009. She lives in Barnes in the London Borough of Richmond. The childminder provides care for children from Monday to Friday, all year around.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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