

Childminder Report

Inspection date

10 May 2016

Previous inspection date

25 January 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 developing awareness of the similarities and differences between themselves and other people. She provides resources and experiences that effectively help children to develop a tolerance and respect for people of different races, cultures and abilities.
- The childminder is well qualified and delivers good teaching. She adapts her teaching methods to suit the different ages of children attending. Her interactions are warm and purposeful. She effectively supports children to make good progress in their learning and development.
- Children enjoy strong relationships with the childminder. Children feel part of her family. This contributes towards children developing their self-esteem and emotional security.
- The childminder has a good understanding of how to promote children's good health and well-being. She ensures that children have daily opportunities to play and explore the outdoors while building on their existing physical skills.
- Children display positive behaviour that is appropriate to their age. They develop respect for each other, play cooperatively together and learn good social skills.
- The childminder establishes positive partnerships with parents. She works with them to support children's care needs, particularly when they first start with her. Parents value the contribution she offers to their children's care and education on a daily basis.

It is not yet outstanding because:

- The information that the childminder gathers from parents when a child begins to attend is not focused enough on their learning to date.
- The childminder has yet to develop an ambitious plan for continually improving her professional knowledge, aimed at achieving outstanding levels of practice.

What the setting needs to do to improve further

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

- enhance systems for gathering information from parents about children's learning when they start to attend
- build further on professional development plans to rigorously and continually increase knowledge, and raise the overall quality of practice to an even higher level.

Inspection activities

- The inspector observed the childminder engaging with children in a range of learning activities and assessed the impact this has on their learning. She also accompanied the childminder and children to her local park while children accessed an outdoor provision.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector viewed a range of policies, including risk assessments and safeguarding procedures.
- The inspector spoke to the childminder and children at appropriate times during the inspection, and took account of the views of parents from written information.
- The inspector checked evidence of the childminder's training and qualifications and the suitability of the household members.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

The childminder completes a process of evaluative practice and takes into account the views of parents and children. This has helped her sustain a good standard of care and learning over many years. The childminder has identified the strengths of her practice and areas she wishes to enhance further. She has kept up to date with changes to legislation and recent policy changes. Arrangements for safeguarding are effective. The childminder is confident on the procedure she would follow if she had concerns about any child in her care. The childminder has a range of policies and procedures, which she reviews regularly to support her good practice. All adults that live in the childminder's home have undergone suitability checks. This helps to keep children safe and protect their welfare. The childminder assesses potential risks for all areas used by children, both in her home and when visiting places within the community.

Quality of teaching, learning and assessment is good

Children really enjoy their time with the childminder. She encourages children of all ages to be actively involved in their learning. They select toys and resources of interest. The childminder has a good knowledge of the progress children are making and what they need to learn next. Children develop a love for books. The childminder positions herself very well, so that younger children can cuddle in and older children can sit by her and join in the story. They develop their listening and language skills, as they listen well and repeat phrases from the book. Younger children are encouraged to develop their senses through many different activities. This helps to build a secure foundation for their future learning. Older children benefit from some more focused time when younger children sleep. The childminder teaches children letters and sounds, and completes fun games to help them develop other areas of learning.

Personal development, behaviour and welfare are good

The childminder's home is warm and welcoming. She transforms her living room into an environment that children can come and access a range of toys and resources independently. The childminder encourages even young children to begin to adopt healthy lifestyle choices. They wash their hands when they come inside from playing outside, before meals and after attending to personal care routines. The childminder provides healthy meals and snacks, which children really enjoy. The childminder successfully supports younger children. She provides reassurance and comfort at times when they need it most, for example, when they are getting tired. The childminder uses different ways to promote children's positive behaviour. For example, she praises their achievements and shares them with their family members.

Outcomes for children are good

All children make good progress in their learning and development. From an early age children become confident communicators. They develop their self-confidence and become independent young people. Children are supported to acquire the key skills required for successful future learning.

Setting details

Unique reference number	EY411628
Local authority	Southwark
Inspection number	1040292
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	2
Name of provider	
Date of previous inspection	25 January 2011
Telephone number	

The childminder was registered in 2010 and lives in South East London. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

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Piccadilly Gate
Store St
Manchester
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