

Childminder report

Inspection date	24 December 2018
Previous inspection date	21 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 regularly observes and assesses children's development. She provides activities and experiences linked to children's interests and developmental needs. All children make good progress in their learning. For example, they go to the library weekly and the childminder keeps books that they show interest in to build a theme of activities for the next week.
- The childminder has high expectations for her practice. She evaluates her setting regularly and gathers feedback from parents and other childminders. She uses this to improve the quality of her provision. For example, she visits different groups and gathers ideas of how to develop the learning environment for children.
- Children are keen to take part in a broad range of activities that provides interesting learning experiences. Activities and resources reflect diversity. For instance, the childminder gathers recipes from parents to share with the children and encourage them to celebrate each other's differences, develop their social skills and their understanding of the world.
- Children are settled and form secure attachments with the childminder, who responds to children's individual needs. For example, she recognises when children become tired and need to rest.
- The childminder encourages parents to provide items from home which offer comfort during the settling-in process. This helps to support children's emotional and physical well-being. Parents comment that their children are safe and have bonded well.
- Partnerships with parents are good. The childminder carries out a home visit to build relationships with the family before children start at her setting. She uses a wide range of strategies to keep parents updated with the progress their children are making. She works closely with parents, who regularly share information about their children's learning at home.
- The childminder does not seek precise information about what children already know and can do from the start, to identify accurate starting points in their learning.

What the setting needs to do to improve further

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

- make better use of initial information obtained from parents to plan even more precisely for children's starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector viewed areas of the home used for childminding and where children sleep.

Inspector
Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection procedures and how to report concerns. She knows how to help protect the welfare of children. She carries out risk assessments at home and for outings and is able to assess potential hazards. This enables her to reduce risks effectively. She ensures that potential risks to children are minimised. For example, when they go on outings she takes 'If I'm lost cards,' which hold her details in the event of an emergency. Parents are encouraged to give feedback regularly to continue the partnership working and promote good outcomes for all children. The childminder identifies her professional development needs well. She is highly motivated evaluating her practice and accesses support and training to make continual improvements. This has a positive impact on her teaching. For example, she takes before and after photographs of her setting to evaluate effectively where improvements have been made and to develop the environment further. Following recent online training, she makes changes and updates her settling-in process.

Quality of teaching, learning and assessment is good

The childminder provides a bright and welcoming environment. She uses her assessments to plan challenging activities and build on children's learning well through the activities she provides. For instance, she encourages young children to name the different colours they use during creative activities as they make Christmas cards for family members. She is very encouraging and gives lots of praise which builds children's confidence and helps them feel secure. The childminder offers explanations and asks questions to encourage children to think and solve problems. The childminder ensures young children have time to talk and use gestures to explain their preferences. The childminder uses descriptive words to extend their vocabulary.

Personal development, behaviour and welfare are good

Children are happy and settled. The childminder ensures that she tailors children's care to their individual needs. Children make choices in what they want to play with. They actively participate in different activities and add resources to extend their play. For instance, they use large boxes to develop their imaginative play building cots for dolls and cars to sit in. The childminder promotes consistent boundaries and children build strong bonds with her. Children's physical development is encouraged. They have the opportunity to play outside in the park engaging in risky play as they climb logs and access different resources to support their development, such as frisbees, cricket sets and balls. Children eat well-balanced healthy meals and snacks. They always have access to water and select healthy fruit at snack time when they serve themselves.

Outcomes for children are good

Children are creative and play imaginatively. They enjoy experimenting to work things out. For example, they try to differentiate between the different sensory bottles when they shake them. They develop a positive sense of themselves. Children's behaviour is good. They listen to the childminder's clear instructions and enjoy working together during changes in the routine, such as pack-away time and snack time. They are developing important skills for the next stage in their learning or the move on to school.

Setting details

Unique reference number	EY422216
Local authority	Southwark
Inspection number	10074699
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 June 2016

The childminder registered in 2011. She lives in the London Borough of Southwark. The childminder operates her service from 8am to 6pm, Monday to Friday, except on bank holidays. The childminder holds a relevant early years qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

