

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 17 January 2019 |
| Previous inspection date | 16 July 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**

- Children engage in activities with enthusiasm and excitement. They are curious, happy and friendly. Young children listen well and behave positively. They show kindness to others, willingly share and give cuddles to their friends.
- Partnerships with parents and other providers are strong. Good information sharing helps to ensure that all are able to receive the information they need to provide appropriate care and support to children.
- The childminder and her assistant positively promote children's good language development, including those who speak English as an additional language. For example, they speak to the children in English and their home languages. This helps children to be included and promotes suitable progress in their communication skills.
- The youngest children are developing their good independence and self-care skills, for example when they insist on putting on their own shoes and coats to go outside to play.
- The childminder and her assistant set clear boundaries for children. This helps children to feel safe and secure. Children enjoy their time with the childminder and her assistant, who are welcoming and friendly. They offer children lots of praise. Children are proud of their successes and show a sense of achievement, which helps promote their confidence, self-esteem and good behaviour.
- The childminder and her assistant do not identify how to adapt their teaching in response to children's play ideas, in order to extend their learning even further.
- The childminder's development plans are not focused enough on strengthening the quality of teaching to secure even higher outcomes for children.

## What the setting needs to do to improve further

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

- identify when to adapt teaching in response to children's play ideas further and help them to make the best possible progress
- strengthen the plans for professional development to drive the quality of teaching further and secure the highest levels of achievements for all children.

### Inspection activities

- The inspector held discussions with the childminder, her assistant and children throughout the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder and her assistant.
- The inspector looked at monitoring records, planning documents, risk assessments, evidence of suitability and a range of other documents, including policies and procedures.
- The inspector took account of written testimonials from several parents received on the day of the inspection.

### Inspector

Vicky Forbes

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder regularly updates her policies and procedures and understands her responsibility to safeguard children. The environment is secure. The childminder and her assistant know the procedures to follow and the professionals to contact if they have concerns about children's welfare. She researches new ideas and completes relevant training, which she shares efficiently with her assistant. The childminder wants to further strengthen plans for her professional development to drive the quality of teaching further. She regularly reflects on her provision to identify areas for improvement. She has used feedback from parents to provide greater opportunities for children to learn a foreign language, securing improved outcomes.

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

The childminder monitors children's progress. Together with her assistant, she successfully supports children's language and communication. She speaks to children in their home language, shares stories and encourages them to learn new words. Very young children speak confidently and fluently in more than one language. The childminder provides suitable opportunities for children to be creative and develop key skills to help manage their movements. For example, children dance, listen to music, sing songs and play action games. This supports their good physical and sensory development. Children learn to problem solve when they work out how to connect toys together and decide which utensils will fit comfortably into the kitchen drawers.

### Personal development, behaviour and welfare are good

The childminder works successfully with parents to ensure children settle well when they first attend the provision. For example, she gathers detailed information about children's needs and achievements. She encourages parents to stay for the first week and this helps children to feel secure as they become familiar with routines. The childminder helps children to manage simple tasks. This is demonstrated when children respond positively when she suggests they tidy away the toys. The childminder plans a range of activities to help children learn about the wider world and their community. For instance, the childminder makes good use of amenities, such as playgroups and the park. Children enjoy freshly cooked healthy meals, which the childminder prepares each day.

### Outcomes for children are good

Children persevere at activities and show an inquisitive approach to learning. They actively investigate their environment and are eager to explore toys and equipment. Young children build on their independence skills when they confidently feed themselves and help themselves to their own drinks. They develop their coordination and prepare for early writing when they use their fingers and big brushes to paint. They are developing the skills they need to be ready to move on to the next stage of their education.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY428737                                            |
| <b>Local authority</b>             | Lambeth                                             |
| <b>Inspection number</b>           | 10060795                                            |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>               | Childminder                                         |
| <b>Age range of children</b>       | 1 - 6                                               |
| <b>Total number of places</b>      | 10                                                  |
| <b>Number of children on roll</b>  | 10                                                  |
| <b>Date of previous inspection</b> | 16 July 2015                                        |

The childminder registered in 2011 and lives in the London Borough of Lambeth. She operates Monday to Thursday, from 8am to 6pm, all year round. The childminder's husband is her assistant. The childminder receives funding to provide free early education for children aged three and four years.

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