

# Childminder Report

**Inspection date**

16 November 2015

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------|----------|
|                                                               | Previous inspection:    | Not applicable |          |
| 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 is warm and affectionate towards children. She provides a welcoming, homely environment where children are confident and self-assured, and are comfortable to play and explore.
- The childminder is a good role model for the children. She makes them aware of her expectations; they respond positively and their behaviour is good.
- Children make good progress in their learning and development. The childminder implements an effective system of observation and assessment, and uses her thorough knowledge of children's development well to plan for their future learning.
- The childminder develops successful partnerships with parents. She includes parents in the initial assessment process and obtains information about their children's current attainment levels from them. She uses the information she learns about children's learning at home to complement her teaching and promote a shared approach to children's learning.
- The childminder has a clear understanding of her role and responsibility, including those relating to safeguarding. She teaches children about how to stay safe and healthy, takes effective action to identify and address any potential risks, and reflects well on her practice.

**It is not yet outstanding because:**

- Children are not always given the opportunity to follow through their own ideas during play.
- There are fewer opportunities for children to use and explore using a range of technological resources during their play.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their own ideas during their play
- develop further resources and opportunities for children to use and explore using technology.

### Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact of this on children's learning.
- The inspector held discussions with the childminder about children's progress and achievements.
- The inspector viewed children's development records.
- The inspector viewed evidence of the suitability and qualifications of the childminder, her self-evaluation process, records of risk assessment, and policies and procedures.
- The inspector took account of the views of parents from their responses to surveys organised by the childminder.

### Inspector

Claire Meyer

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. The childminder makes sure she has up-to-date information about the child protection procedures and is aware of how to refer concerns about children's welfare. She maintains an environment where children can play in safety and supervises children well, to minimise the risk of accidents. She has thoughtfully organised her play environment to enable children to make choices and decisions in their learning. She values ongoing training opportunities and uses these to further develop her knowledge and skills, and improve outcomes for children. The childminder demonstrates a strong commitment to driving improvements.

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

The quality of teaching is strong. Children are curious and motivated learners. Their interests and ideas are, overall, followed and woven into the activities and resources the childminder plans for them. Children willingly invite the childminder to join in their play and games. Children are developing strong social skills and are learning to value others outside of their immediate environment. Children have access to good-quality, carefully selected resources and books. They take part in regular activities and opportunities that broaden their understanding of different cultures and the diversity of the world around them.

### Personal development, behaviour and welfare are good

Children's communication and language skills are developing well. The childminder effectively encourages their speaking and listening as she talks with them. Children enjoy the childminder's company and respond well to her enthusiastic approach. Children receive regular praise and encouragement throughout their play and learning endeavours. Children use good manners, take turns and share, and show respect for one another. Children are learning good hygiene practices and understand the importance of healthy lifestyles. Children benefit from regular opportunities to play outdoors and exercise; for example, they get fresh air as they walk to collect older children from school. This helps promotes their good health and physical well-being. Children effectively learn how to keep themselves safe; for example, they are encouraged to pick up toys to prevent tripping hazards and learn about road safety when out.

### Outcomes for children are good

Children are supported to make good progress from their initial starting points. Children engage in a wide range activities and opportunities that give them the skills they need for the next stage in their learning, and in readiness for starting nursery or school.

## Setting details

|                                    |                      |
|------------------------------------|----------------------|
| <b>Unique reference number</b>     | EY441818             |
| <b>Local authority</b>             | Richmond upon Thames |
| <b>Inspection number</b>           | 810136               |
| <b>Type of provision</b>           | Childminder          |
| <b>Day care type</b>               | Childminder          |
| <b>Age range of children</b>       | 0 - 8                |
| <b>Total number of places</b>      | 5                    |
| <b>Number of children on roll</b>  | 4                    |
| <b>Name of provider</b>            |                      |
| <b>Date of previous inspection</b> | Not applicable       |
| <b>Telephone number</b>            |                      |

The childminder was registered in 2012. She lives in Twickenham, in the London Borough of Richmond. The childminder operates her service all week, for most of the year.

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Piccadilly Gate  
Store St  
Manchester  
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