

Childminder Report

Inspection date

7 June 2016

Previous inspection date

30 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 understands how children learn. She gathers clear starting points for children's development and plans effectively for their next steps in their learning.
- Partnerships with parents are firmly established. The childminder actively involves them in all aspects of their children's learning. She frequently shares information to help support children's learning at home.
- Children are happy and settled. Children seek comfort and reassurance from the childminder and demonstrate they feel safe and secure.
- The childminder effectively evaluates and continues to develop her practice. For example, since her last inspection she has introduced books and music in a range of languages to help support all children's needs and has renovated the garden.
- Children's language development is promoted well. They talk about past, present and future events in great detail, which helps develop their listening and conversational skills.

It is not yet outstanding because:

- The childminder does not always make sure that children can explore her range of technological resources, to help them investigate how things work.
- On occasions, the childminder misses opportunities to fully support children's exploration of art materials and to help them to create and finish planned activities.

What the setting needs to do to improve further

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

- build on opportunities for children to explore technology and investigate how things work
- use all opportunities to support children to explore art materials and help them to achieve and finish their chosen activity.

Inspection activities

- The inspector observed children's interactions in their play indoors and outdoors.
- The inspector took into account written and spoken views of the parents.
- The inspector viewed a range of documentation, including children's learning records and the childminder's policies.
- The inspector viewed all the areas of the home used for childminding and spoke to the childminder and assistant at appropriate times during the inspection.
- The inspector discussed self-evaluation with the childminder.

Inspector

Cher Walker-Moore

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are fully aware of the procedures to follow should they have a concern about a child in their care. She carries out regular risk assessments to help her in ensuring the children remain safe. The childminder attends training to help support her with her professional development. She also regularly liaises with the Local Authority coordinator to help support her to continually improve her practice. The childminder supports her assistant well. For example, she regularly observes practice to give her feedback and how she can further engage the children in learning.

Quality of teaching, learning and assessment is good

The childminder supports children's literacy, language and communication skills well. For example, they listen attentively to stories and eagerly try and anticipate what happens next. Children enjoying learning about the natural environment; for example, they look closely at snails, while handling them carefully. The childminder uses skilful questioning to help encourage children's thinking skills and develop their own ideas. The childminder and her assistant actively engage in children's imaginative play. Children learn about people in the community, for example, as they play doctors and nurses, discussing their roles and experimenting with the equipment. They play happily together, sharing the equipment, beckoning each other to come and look through the ear torch to see what's in the assistant's ear.

Personal development, behaviour and welfare are good

Children are quick to settle and engage in their play. They are confident and form close attachments to the childminder. She places a strong emphasis on developing their independence. For example, children pour their own drinks and serve their vegetables. Mealtimes are sociable occasions and children enjoy a range of healthy snacks and nutritious meals. The childminder supports children to take care of their personal needs and learn to follow good hygiene routines. For example, she teaches children the importance of covering their mouths when they cough and washing their hands with soap. Children benefit from the improvements made to the garden. They have the opportunity to freely access the garden, which helps build on their physical skills.

Outcomes for children are good

Children make good progress from their starting points. They benefit from a wide range of activities overall and learn to explore, experiment and investigate during their play. This helps support them in developing a positive approach to learning. Children have good mathematical skills; for example, they count, compare sizes and explore shapes. Children develop the skills needed to support them in their next stage of learning.

Setting details

Unique reference number	EY314244
Local authority	Southwark
Inspection number	1048923
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	30 April 2013
Telephone number	

The childminder registered in October 2005. She lives in the London Borough of Southwark. The childminder works with an assistant all year round, Monday to Thursday from 8am until 6pm. The childminder holds a relevant qualification at level 3.

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