

Inspection date	2 April 2015
Previous inspection date	6 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder makes good use of observation to make precise assessments of children's progress. She uses the information gained from these well to identify a clear plan for supporting their progress.
- The childminder has a good variety of play and learning resources, and plans and provides a broad range of stimulating activities for children. As a result, children make good progress in their learning.
- The childminder successfully teaches children to become independent, and develop confidence and good social skills so that they are well prepared for school.
- The childminder implements effective safeguarding procedures. She is very clear about the procedures for acting on concerns about a child's welfare. She completes effective risk assessments on her home and for outings to keep children safe.
- The childminder consistently reflects on her practice and is proactive in improving her knowledge and skills.

It is not yet outstanding because:

- Children do not have many opportunities to hear or use their home language in addition to English. Therefore, the childminder does not fully support children with developing their language skills.
- Parents are not always fully aware of how the childminder is supporting their children's good progress, so they can provide consistent support at home. This is because the childminder does not share her comprehensive records of children's progress with parents regularly.

What the setting needs to do to improve further

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

- provide opportunities for children to hear and use their home languages to further support their communication and language skills
- involve parents in children's learning further by sharing records of their progress more regularly.

Inspection activities

- The inspector observed children's play and the childminder's interactions with children within the home.
- The inspector completed joint observations with the childminder.
- The inspector sought and took an account of the views of parents before and during the inspection.
- The inspector sampled the childminder's records, including those kept on children and relating to safeguarding.
- The inspector discussed the childminder's practice with her.

Inspector

Amanda Tyson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children make good progress in their learning because they are intrigued and inspired by the exciting activities the childminder provides. For example, when presented with a wide range of different resources in a giant Easter themed tray, children became completely absorbed in their play. They were creative and experimented with different ideas in a meaningful way. They counted and admired colourful little butterflies, created a snowfall by throwing taffeta up into the air, and hid little chicks and rabbits beneath cereals. The childminder supports children to become confident and articulate communicators. She makes comments and asks children questions that challenge their thinking and encourages them to develop their ideas. The childminder encourages children who are less interested in using pencils to use sticks to mark out letters in soil and snow.

The contribution of the early years provision to the well-being of children is good

Children form a strong bond with the childminder and each other. They are happy and show high levels of emotional security. Parents say children talk about the childminder all the time and are always eager to attend. Children's behaviour is good and children are polite. Squabbles are rare and when they do occasionally occur they are quickly and kindly diffused by the childminder. Physical and outdoor activities are a strong feature of the childminder's weekly planning. This helps lay the foundations for children to adopt healthy lifestyle habits. For example, children enjoy visits to a soft-play centre, woodlands and parks where they climb trees and use challenging apparatus. The childminder helps children to put on their own coats and shoes, and teaches them about road safety. The childminder regularly practises the fire drill with the children. This is prompted by a phone call from another childminder so that it is conducted in a realistic manner to test its effectiveness. Consequently, children learn about how to stay safe.

The effectiveness of the leadership and management of the early years provision is good

Overall, the childminder evaluates her practice well. She has successfully addressed all the weaknesses raised at the last inspection. As a result, fire safety and observation, assessment and planning are now some of her key strengths. The childminder attends regular training to improve her knowledge and skills. She uses the internet for activity ideas and consults her childminding colleague to help evaluate her practice and identify priorities for improvement. Her current plans include furthering her knowledge and understanding of special educational needs and/or disabilities.

Setting details

Unique reference number	139644
Local authority	Sutton
Inspection number	813960
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	6 July 2011
Telephone number	

The childminder lives in the London Borough of Sutton and registered in 1992. She works Monday to Friday, offering full- and part-time daycare throughout the year.

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