

# Childminder Report

<b>Inspection date</b>	8 July 2015
Previous inspection date	29 January 2009

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make strong progress in their learning because the quality of teaching is good. As a result, the childminder prepares children well for their next development stage or for the move to school.
- The childminder gives high priority to children's language development. The childminder skilfully promotes children's vocabulary and communication.
- The childminder places great emphasis on children having a positive settling-in time. This supports their emotional well-being and develops their confidence in a new environment.
- The childminder knows the procedures to follow to report a child protection concern. She attends training to strengthen her understanding of safeguarding and develop her professional practice.
- The childminder has a good knowledge of behaviour management and works closely with parents. As a result, children's behaviour is good.

### It is not yet outstanding because:

- The childminder does not always make the most of all areas of the environment, to help children see and recognise written letters and numbers.
- Babies and young children have fewer opportunities to explore and use natural materials and sensory resources in their play.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to see written words and numbers
- improve the availability of natural materials and resources for babies and children to explore and investigate, using all of their senses.

### Inspection activities

- The inspector had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the childminder's practice and the learning opportunities she provides.
- The inspector and childminder jointly observed children at play.

### Inspector

Patricia Edward

## Inspection findings

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

The childminder provides children with activities and practical experiences that are exciting, challenging and of interest to them. For example, young children showed immense concentration as they press buttons on interactive toys to create various sounds and effects. The childminder effectively observes and assesses children's learning and development and shares these details with parents regularly. She encourages parents to build on children's learning at home and share their achievements. The childminder uses all information effectively to plan the next steps in the children's learning. She respects children's uniqueness and plans learning opportunities tailored to their individual stages of development and interests. Children enjoy making marks with a range of materials, such as chalks and pens. This encourages children's early writing skills well.

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

The childminder's home is warm and inviting. Children are happy, relaxed and content as they play. The interaction between the childminder and the children is good, and so children feel safe and secure. The childminder knows children well and works positively with parents to identify children's individual requirements, such as sleep and dietary needs. She effectively promotes healthy lifestyles for children. They enjoy plenty of fresh air and exercise outdoors. Children access different environment areas that are equipped well with various resources to support their learning in all areas. For example, younger children access spades and shovel soil into diggers with delight. The childminder visits local groups to help ensure children socialise with others. She assesses risks consistently and takes positive steps to reduce any hazards. This effectively helps promote children's well-being and safety.

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. She obtains the views of parents to help her identify areas for improvement. This helps her continually monitor and develop the quality of her provision. The childminder shares her policies and procedures with parents. This develops parents' understanding of her role and the service that she provides. The childminder communicates with staff at other early years settings where children attend. This enables effective information sharing about children's development. As a result, children have consistency in their learning. The childminder has made progress since her last inspection and seeks new ideas to improve her practice.

## Setting details

<b>Unique reference number</b>	137936
<b>Local authority</b>	Merton
<b>Inspection number</b>	836524
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 January 2009
<b>Telephone number</b>	

The childminder registered in 1994. She lives in Morden, situated in the London Borough of Merton. The childminder operates Monday to Friday, all year round.

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