

Childminder Report

Inspection date

21 July 2015

Previous inspection date

11 November 2008

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder communicates well with children. She uses descriptive and expressive language to help extend children's vocabulary. As a result, children learn to understand instructions and develop their language well.
- The childminder has an excellent knowledge of child protection and follows a comprehensive safeguarding policy, which she reviews regularly to keep up to date. This helps her keep children safe.
- The childminder promotes children's physical well-being as she encourages children to play outside and eat nutritious, home-cooked meals. The childminder has an extensive range of resources both inside and outdoors to develop children's physical skills.
- The childminder takes children to various play groups and the park to promote social and physical development. As a result, children interact well and play happily alongside their friends.

It is not yet outstanding because:

- Occasionally, the childminder does not show children how to play with activities by coming down to their level. On these occasions, children do not fully engage with the activities.
- The childminder provides few examples of print in the environment, alongside children's play, to promote their literacy skills.

What the setting needs to do to improve further

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

- strengthen children's engagement and knowledge further to ensure they know how to make the best of some activities
- review the organisation of the environment to improve children's literacy skills and interest in print.

Inspection activities

- The inspector observed children playing.
- The inspector observed all areas of the house used by children.
- The inspector and childminder participated in a joint observation.
- The inspector reviewed a sample of policies and procedures.
- The inspector discussed children's learning and development with the childminder.

Inspector

Genevieve Mackenzie

Inspection findings

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

The childminder has a secure knowledge of how to observe, assess and plan for children to help them make good progress. She plans a good balance of activities around children's interests and those that children choose themselves. For example, the childminder provided children with a mat so they could draw with water. She gave children of different ages suitable equipment for drawing. She spoke to them about the activity as she effectively extended their vocabulary. This means all children develop their physical, social and communication skills. Children learn about the world they live in through role play. For example, children pretended to cook pasta from the messy play area in the pretend kitchen. Children benefit from an extremely well-resourced environment. The childminder makes good use of her home and garden. This ensures children have access to resources and activities that promote all areas of learning well. As a result, the childminder effectively prepares children for school.

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

Children form secure relationships with the childminder to positively support their emotional well-being. They access resources independently and confidently engage with the childminder and their friends. The childminder has a good understanding of risk and ensures the safety of children by constantly assessing risks and removing hazards. The childminder talks to children about being safe. For example, she explains why they must wear hats in the garden, and how to climb up and down the stairs safely. The childminder talks to children about how to share and play together, which helps children to behave well. The childminder teaches children good hygiene routines.

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

The childminder has a good understanding of her role. She constantly reflects on how she can improve activities and her home, to help children achieve and progress. The childminder evaluates her practice daily as she reviews what went well and decides what improvements to make. She routinely asks for parents' and children's views. This means that all those involved contribute towards improving children's learning experiences. The childminder works with parents and communicates with them daily to gain information about their children's abilities and cultural celebrations, which enables her to support their individual needs well. The childminder carefully monitors children's progress. This enables her to identify gaps in achievement for individual children. The childminder is committed to her professional development, constantly reading articles and sourcing online courses to improve her practice. This has helped her improve the quality of children's experiences.

Setting details

Unique reference number	EY363558
Local authority	Merton
Inspection number	828887
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	3
Name of provider	
Date of previous inspection	11 November 2008
Telephone number	

The childminder registered in 2008. She lives in Southfields, in the London Borough of Wandsworth. She provides care all day Monday to Thursday, throughout the year.

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