

# Childminder Report

**Inspection date**

29 July 2015

Previous inspection date

25 November 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 have access to a range of resources that promote their interests and developmental needs. Most are easily accessible, which promotes children's independence. Children confidently approach the childminder and her assistant for resources they cannot reach.
- The childminder effectively promotes children awareness of safety. She teaches them to manage risks when outdoors. For example, children enjoy walking along logs, learning to balance and coordinate their bodies. The childminder discusses road safety with them, making them aware of the potential dangers. As a result, children develop a good understanding of self-care and keeping safe.
- The childminder and her assistant maintain positive partnerships with parents to ensure they meet the needs of children effectively.
- The childminder has a good understanding of safeguarding requirements. She knows the procedures to follow for reporting any safeguarding concerns and ensures her assistant is also aware of the requirements. This helps to promote children's safety and welfare.

### It is not yet outstanding because:

- The childminder does not always expand conversations and discussions with children through effective questioning to extend their communication and language further.

## What the setting needs to do to improve further

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

- extend children's language further during play activities through effective questioning and discussion.

## Inspection activities

- The inspector carried out a joint observation with the childminder.
- The inspector observed children's activities during their play, both indoors and outdoors.
- The inspector looked at children's records, planning documentation, and policies and procedures.
- The inspector viewed parts of the home used for minding children.

## Inspector

Andrea Ulett

## Inspection findings

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

The quality of teaching is good. The childminder effectively tracks children's progress to identify gaps in their learning. She undertakes regular observations of children to plan activities that meet their needs and interests well. The childminder extends children's learning effectively. For example, children engage in creating a pirate made from recycled materials and arts and crafts supplies, supported by the childminder. She skilfully sits back when appropriate, to allow children to initiate and explore their own ideas. This promotes children's creativity and problem-solving skills well. The childminder encourages children to share and take turns effectively through board games, helping them to understand rules and fair play. The childminder effectively promotes children's mathematical development and their awareness of space and quantity. She encourages children to measure objects with their hands, as well as cups, when playing with the sand and water. These activities prepare children well for future learning and moving on to school.

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

The childminder provides a safe and warm environment for children. Children move around the home freely under the childminder's close supervision. Children are confident, happy and engaged in their play. The childminder and her assistant continuously praise their efforts and achievements, which promotes children's emotional well-being. The childminder promotes healthy lifestyles well for children. Children know to wash their hands and do so independently. Children enjoy the easy access to the childminder's garden and engage in physical activities, such as football, throwing and catching balls. The childminder and her assistant take children out to local places of interest to extend children's physical skills and encourage them to socialise with others.

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

The childminder and her assistant have regular discussions about training and other issues, including safeguarding children, so they can keep children safe from harm and promote their learning effectively. The childminder shares her policies with parents so they are aware of her practices and procedures. The childminder, her assistant, parents and the children's school all work together to positively meet the needs and interests of children. For example, the childminder extends topics that children cover at school within her setting for continuity. The childminder and her assistant use self-evaluation well to regularly update their practice and identify training to promote continuous improvements that benefit the children's experiences.

## Setting details

<b>Unique reference number</b>	138197
<b>Local authority</b>	Merton
<b>Inspection number</b>	846498
<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>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 November 2009
<b>Telephone number</b>	

The childminder registered in 1992. She works with her husband, who is her assistant, from their home in the London Borough of Merton. The childminder works each weekday throughout the year.

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