

# Childminder Report

**Inspection date**

8 September 2015

Previous inspection date

6 February 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
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 regularly shares details of her observations and assessments of children's achievements with parents, and encourages them to do the same. This encourages partnerships with parents and the two-way flow of information, which allows parents to extend children's learning at home.
- The childminder gives high priority to children's language development. She skilfully promotes children's vocabulary and communication through lots of discussions during daily routines and play.
- Children are independent and confident. They make decisions about their play and request and find their favourite toys and activities. They are making good progress in their learning.
- The childminder takes effective action to minimise hazards within the home and when on outings. As a result, children are cared for in a safe and secure environment.
- The childminder understands the importance of developing good communication with staff at other settings in order to promote children's good progress.
- Children have good opportunities and access to resources that promote their all-round development. As a result, children are becoming active learners.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to build on children's existing early literacy skills.
- The childminder does not always fully extend children's awareness of numbers 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 the use of resources and everyday experiences to encourage children to explore and learn about numbers
- extend the range of opportunities for children to develop their early literacy skills.

### 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 for children.
- The inspector and childminder jointly observed children at play.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is aware of her role and responsibilities and keeps up to date with safeguarding and childcare practice. She shares her policies and procedures with parents so they are aware of her responsibilities in protecting children's welfare and well-being. The childminder uses self-evaluation well to monitor the effectiveness of her provision. She obtains the views of parents to help her identify areas for improvement where she can develop her practice and provision further. She completes regular training courses to help her to develop her knowledge and practice, and to improve the quality of her teaching. The childminder uses observations and assessments to monitor children's progress, and uses these to ensure that the activities and experiences she provides help to support children's development.

### Quality of teaching, learning and assessment is good

The childminder provides activities and practical experiences that children find fun and exciting. For example, children showed good concentration as they painted the space rockets they had made from recycled packaging. They talked with excitement to the childminder and shared what they thought they would find on the moon. The childminder ensures that there is a good mixture of activities for children, including those that she plans and those that children choose for themselves. She makes good use of children's individual interests to plan activities and opportunities that they enjoy. Therefore, children make good progress in relation to their starting points. Children learn about technology as they use programmable equipment. They learn how to turn devices on and off and how to operate them using the different buttons. This helps prepare children to develop appropriate skills for everyday situations in the future.

### Personal development, behaviour and welfare are good

Children have strong attachments with the childminder. She gathers details from parents about children's individual care needs, for example, information relating to their abilities, dietary and medical needs. This enables her to provide care that meets their individual needs well. Children enjoy regular fresh air and exercise. For example, the childminder takes them on daily trips within the local community to parks, playgroups and singing sessions. This helps to promote their physical well-being and social skills as they interact and play with other children. The childminder has a good knowledge of behaviour management strategies and uses these well to help children learn how to manage their own behaviour. Consequently, children learn to share, take turns and behave well. Parents state that the childminder has been instrumental in developing children's understanding of stranger danger. This effectively develops children's understanding of the importance of keeping themselves safe. The childminder treats all children with respect and dignity. Children learn about a range of cultural and religious festivals throughout the year. This increases children's awareness of diversity and different cultures. As a result, children learn to value differences and similarities.

### **Outcomes for children are good**

Children make good progress in their learning and development because the quality of teaching is good. Therefore, they have skills, such as independence and self-care, in order to be ready for their move to school.

## Setting details

<b>Unique reference number</b>	139874
<b>Local authority</b>	Sutton
<b>Inspection number</b>	988147
<b>Type of provision</b>	Childminder
<b>Day care type</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>	6 February 2009
<b>Telephone number</b>	

The childminder registered in 1989. She lives in Sutton, in the London Borough of Sutton. The childminder operates Monday to Friday, all year round.

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