

Childminder Report

Inspection date

17 September 2015

Previous inspection date

2 April 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

- Young children are happy and secure because they have warm relationships with the childminder, so they explore their environment confidently.
- The childminder uses effective teaching skills when playing with children, such as showing them how to do things and explaining why things happen. This interaction means that children make good progress.
- Children learn to listen and to pay attention to the childminder.
- The childminder uses the progress check for children aged two years to identify any difficulties in the area of listening and attention. This means that she understands how to help children with additional needs so that they get the help they need.
- Since the previous inspection the childminder has expanded her range of resources so that these now reflect the differences between people. Such changes have helped improve her provision for children.
- The childminder has developed positive relationships with parents and staff at other early years settings that children attend. These communications promote good continuity of care and learning to help meet children's needs successfully.

It is not yet outstanding because:

- The childminder does not always use all her learning environments to help the younger children to develop their physical skills.
- There are limited resources to support young children with their development of early walking.

What the setting needs to do to improve further

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

- provide opportunities across the learning environments for children to learn to control their bodies as part of their physical development
- provide more resources to support younger children's development with walking.

Inspection activities

- The inspector observed play activities inside.
- The inspector carried out a joint observation with the childminder of an activity.
- The inspector looked at a range of documentation, including children's records, risk assessments, and safeguarding policies and procedures.
- The inspector discussed the progress made since the childminder's previous inspection.

Inspector

Ludmilla Pillay

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the requirements. She uses secure methods to check children's progress. This means that she is able to identify next learning steps quickly to move children on with their learning. For example, when children can count to 10 reliably she encourages them to count out objects from a larger group. Safeguarding is effective. The childminder maintains all the required documentation. She has a good understanding of what to do if she has a child protection concern. The childminder works in partnership with other professionals to enhance her knowledge. She undertakes further training, such as to increase her understanding of how to help children who learn English as an additional language. Her improved skills help improve results for children.

Quality of teaching, learning and assessment is good

The childminder promotes children's learning effectively through the stimulating play opportunities she provides. She uses the children's interests to plan activities that motivate them. She uses her observations of children's achievements to plan challenging activities. The childminder uses daily routines well as learning experiences; for example, children have talks with her as she changes their nappies. The childminder models and repeats language while children are playing to help them develop their speaking skills. Her methods help to encourage children's early language development well. Children make choices from resources that are easily accessible to them. This means they can decide their own play. The childminder finds out what older children are doing at nursery and follows their new interests, such as in painting portraits of themselves.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. Children become confident, are happy and behave well. The childminder talks to parents about providing healthy food for their children. Children enjoy outdoor play and exercise, such as at the local park. This all contributes to maintaining children's good health. Older children learn to think of others and to behave in safe ways. For instance, older children discuss where they can play with very small building blocks to help keep babies safe. The childminder regularly practices the evacuation procedures so children know what to do in an emergency.

Outcomes for children are good

All children make good progress. They are well prepared for school. Older children learn to recognise and use numbers. They talk about the letters in the alphabet confidently. Disabled children and those who have special educational needs develop well. Children gain good personal skills that include knowing how to wash their hands for themselves.

Setting details

| | |
|------------------------------------|--------------|
| Unique reference number | EY434666 |
| Local authority | Sutton |
| Inspection number | 824007 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Age range of children | 0 - 3 |
| Total number of places | 4 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 2 April 2012 |
| Telephone number | |

The childminder registered in 2011. She lives in Wallington, in the London Borough of Sutton. The childminder works each weekday all year round.

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