

# Childminder Report

**Inspection date**

9 November 2015

Previous inspection date

7 March 2012

<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 has a good understanding of the Early Years Foundation Stage and how children learn.
- The childminder uses questions skilfully to extend children's learning. She gives them time to think and consider their response.
- Children form good relationships with the childminder. She promotes their personal, social and emotional development successfully. Children are happy, settled and secure in her care.
- The childminder effectively supports children's independence. For example, children learn to manage their personal care needs, learn about responsibility and make their own choices. This prepares them well for when they start school.
- The childminder has good relationships with parents. She uses information from parents to find out about their children's abilities when they first start. The childminder talks with parents about their child's daily activities and achievements.

**It is not yet outstanding because:**

- The childminder has not fully reviewed her system for monitoring children's learning so that their progress is tracked more precisely in all areas.
- Children do not have a wide range of opportunities to learn more about people in their community and the wider world.

## What the setting needs to do to improve further

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

- strengthen the observation and assessment system even further so that children's progress is more effectively monitored across all areas of learning
- increase the opportunities for children to learn more about the lives of others in their community and the wider world.

### Inspection activities

- The inspector viewed all areas of the home used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures, and the childminder's self-evaluation form.
- The inspector spoke with the childminder and the children at appropriate times during the inspection. She took into account the views of parents.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder successfully evaluates her service and gains the views of parents and children to consider what works well and what changes to make. She updates her skills through training and has clear aims for the future. The childminder is committed to improvement and continues to build on her existing good quality provision for children. Safeguarding is effective. The childminder has a good understanding of child protection issues and knows the appropriate action to take if she has concerns about a child.

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

Children are active and inquisitive learners, who enjoy their play. The childminder provides fun, high-quality learning experiences that reflect children's interests. The childminder engages children well and teaches them as they play. For example, children enjoy choosing items to pack for an imaginary holiday and think about clothes for hot and cold climates. The childminder helps to develop young children's early speaking skills. For example, she enthusiastically talks to children as they play. She encourages them to say words before sensitively repeating them back so that they can hear how they are pronounced. She makes good use of settling-in visits to help find out about children's care needs and effectively meet them. The childminder organises resources so that children can make decisions about what they want to play with and be independent.

### Personal development, behaviour and welfare are good

The childminder is a good role model and skilfully teaches children about sharing and taking turns. Children receive praise and encouragement for their successes, which contributes towards their emotional well-being. The childminder gives the children clear boundaries. This helps them learn to behave well and show kindness to each other. The childminder involves children in various activities in the local community, where they confidently socialise and learn with other children. The childminder successfully extends children's awareness of how to keep safe and healthy. Children develop their physical skills well. They learn about risks and staying safe through everyday activities and routines.

### Outcomes for children are good

Children make good progress in their learning and development. The childminder ensures they develop the key skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY434425
<b>Local authority</b>	Merton
<b>Inspection number</b>	823987
<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>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 March 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in New Malden, Surrey and operates from 7.45am until 6pm, Monday to Thursday, all year round. The childminder holds an early years qualification at level 3.

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