

Childminder Report

Inspection date

17 November 2015

Previous inspection date

30 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 reflects well on her practice. For example, she works in partnership with professionals to raise the quality of the provision and to meet the requirements of the Early Years Foundation Stage. This helps to continually improve the quality of her provision and teaching skills.
- The childminder has thorough observation and assessment processes in place, including completing progress checks for children aged two years. She shares these with parents and seeks their partnership to plan for children's learning. Children make steady progress towards next stages in their learning.
- Children settle well when they start. The childminder and her assistants ensure continuity in their care routines and closely support their emotional needs.
- The childminder encourages children to take simple responsibilities and develop their independence during routine tasks, such as tidying up after play. Children learn to make a positive contribution and develop positive self-esteem.

It is not yet outstanding because:

- Occasionally, the assistant does not fully support children to share and take turns fairly during play to strengthen their understanding of the feelings of others.
- The childminder sometimes misses opportunities to encourage younger children to express their views as much as older children, for instance, while choosing a book for story time.

What the setting needs to do to improve further

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

- further promote children's understanding of the needs of others, including supporting them consistently to share and take turns fairly during play
- strengthen opportunities for all children to express their views and choices.

Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector viewed children's developmental records.
- The inspector viewed a sample of the childminder's policies and procedures.
- The inspector carried out discussions with the childminder and her assistants when appropriate.
- The inspector took account of the views of parents and children.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made good progress towards the actions and recommendations raised in the previous inspection. She has developed clear partnerships with other settings that children attend and shares information with staff when children move to school. Safeguarding is effective. Through relevant training, the childminder has updated her knowledge with the changes to the safeguarding guidelines. The childminder ensures that her assistants understand how to identify signs and symptoms that cause concern to children's well-being; they know who to contact if they need to make a referral. The childminder monitors the work of her assistants; for example, she supports them to observe children effectively and contribute to the planning.

Quality of teaching, learning and assessment is good

Children explore eagerly and the childminder provides resources and opportunities to motivate them and stimulate their interest. Young children develop their physical skills; for instance, during the inspection they explored dough with their hands. Older children used rollers and cutters to make shapes and the childminder introduced the names of colours as children played. Children made props to support their play, such as a butterfly and used their imagination to make flying movements with their arms. Children develop their early writing skills; for example, they make marks with crayons and the childminder encourages them to explain their work. The childminder shares newsletters with parents and meets with them to discuss children's progress. She encourages parents to continue children's learning at home, which helps to provide consistency in children's development.

Personal development, behaviour and welfare are good

The childminder develops children's understanding of the natural world and widens their social experiences. For example, children enjoy a trip to the bird world and they collect leaves and explore natural objects as they visit the park. Further, these activities provide them with opportunities to enjoy the fresh air and develop a healthy lifestyle. The childminder provides healthy meals for children and ensures that young children, including babies, have appropriate seats to sit comfortably during mealtimes. This helps to promote children's social skills effectively.

Outcomes for children are good

Children make good progress and gain the skills they need for future learning and their move to school. Older children learn about print and comment on the pictures in stories, which helps develop their thinking skills, for instance, by asking questions.

Setting details

Unique reference number	139547
Local authority	Sutton
Inspection number	1021859
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	30 June 2015
Telephone number	

The childminder registered in 1996. She lives in Worcester Park, in the London Borough of Sutton. She works with two assistants. One assistant holds a level 2 qualification in childcare.

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