

# Childminder Report

**Inspection date**

24 November 2015

Previous inspection date

21 May 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 uses clear and effective processes to assess, track and plan accurately to ensure children make good progress. She shares this information with parents and involves them in children's learning.
- The childminder makes maximum use of her available space to create a welcoming play environment for children. She has a good range of toys and resources to meet children's needs and interests.
- The childminder plans a wide range of good quality activities and practical experiences that meet children's individual needs and interests.
- The childminder gives high priority to children's well-being. She plans a gradual settling-in procedure for new children that successfully minimises separation anxiety. Young children sleep very peacefully and comfortably at times consistent with their home routines and individual needs.
- The childminder has a good understanding of the welfare, learning and development requirements of the Early Years Foundation Stage and meets these well. She makes good use of self-evaluation to identify and target priorities for improvement.

**It is not yet outstanding because:**

- Children do not always have enough opportunities to initiate talk, for instance, about their family and recent experiences.

## What the setting needs to do to improve further

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

- encourage young children to initiate and engage in conversation further, for example, about their immediate world and recent experiences.

### Inspection activities

- The inspector observed children play and learn indoors.
- The inspector sampled a range of records and documentation relating to safeguarding and children's welfare, children's progress and development and the childminder's suitability.
- The inspector spoke to parents and took account of their views.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods and use of observation and assessment to support children's progress.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder's risk assessments are thorough and effective in minimising accidents. She has a clear and up-to-date understanding of child protection matters, including the procedures for acting on concerns about a child's welfare. Safeguarding is effective. The childminder has a strong commitment towards continuous improvement. She is currently working towards gaining a level 3 early years qualification and makes good use of external agencies, such as the local children's centre, training workshops and childminder internet forums, to support her professional development. For instance, she has introduced resources to support young children's listening and understanding during stories and singing. The childminder has also increased activities to encourage young children to use their senses and engage in experimental play outdoors.

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

The childminder provides children with a good range of challenging and interesting activities. For example, she has fixed open guttering to her garden fence in a way that enables children to experiment with gravity using resources such as water and balls. The childminder observes children's developing interests, for instance, when playing with dolls. She uses these interests to encourage children to engage in different activities, such as experimenting with 'messy' texture and going to the park by involving 'baby' (doll). The childminder helps young children gain understanding of their immediate world by taking them out into the community, for example, to the shops and to feed the ducks.

### Personal development, behaviour and welfare are good

Children quickly form strong emotional attachments with the childminder and her family. They are very happy and show a strong sense of security. The childminder makes good use of daily outings to teach children about safety. Children are very well behaved and show deep concern and affection towards others. They enjoy the healthy fruit snacks and meals the childminder provides and engage in many indoor and outdoor activities and experiences. The childminder provides a good range of resources and activities to help children develop a positive understanding of diversity. For example, older children are introduced to Braille and told about its origins.

### Outcomes for children are good

Children make good progress in their learning and development and so are well prepared for moving on to the next stage of their learning, for example, transfer to pre-school. Children develop good independent play skills and the confidence to mix with larger groups of children. Toddlers learn to feed and dress themselves and gain the confidence to try out new experiences, such as painting with water on the fence or drawing on the patio with chalks.

## Setting details

<b>Unique reference number</b>	EY434191
<b>Local authority</b>	Merton
<b>Inspection number</b>	823967
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Name of provider</b>	
<b>Date of previous inspection</b>	21 May 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives in Morden, in the London Borough of Merton. The childminder is available Monday to Friday throughout the year. She is currently working towards achieving a level 3 qualification in early years.

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