

# Childminder Report

<b>Inspection date</b>	21 January 2016
Previous inspection date	6 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Met</b>	
	Previous inspection:	Good	2

## Summary of key findings for parents

### The provision meets requirements

- The childminder has a clear understanding of her role and responsibilities in safeguarding and child protection, including how to report concerns about a child's welfare. She understands how to promote high-quality provision and invest in her own professional development.
- The childminder recognises the importance of collecting the views of children and parents, to help her evaluate her practice and drive improvement.
- The childminder understands how to work in partnership with parents and other professionals, to support children's learning and development.
- The childminder understands her role in supporting children's learning and development through observation and assessment. She knows how to help children make good progress, through providing a variety of teaching methods and play experiences.
- The childminder has a good understanding of equality and diversity, and how to extend children's knowledge of different communities. She understands how to promote tolerance and harmony between different cultural traditions, to help children develop respect for their own and other cultures.
- The childminder understands the importance of promoting children's awareness of healthy eating and adopting healthy lifestyles.
- The childminder has a good understanding of the learning and development requirements, and how to monitor children's progress from their starting points.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Inspection activities

- The inspector and the childminder discussed the childminder's policies and procedures that she will use when caring for children.
- The inspector discussed with the childminder how she plans to collect the views of parents and children to help her drive improvement.
- The inspector discussed with the childminder how she plans to share information with parents and other relevant professionals about children's learning and development.
- The inspector looked at the space for toys and discussed the range of resources and equipment available to meet the needs of any children who may attend.
- The inspector discussed with the childminder how she intends to assess children's abilities and plan for their individual needs and ongoing progress.

### Inspector

Jane Winnan

## Setting details

<b>Unique reference number</b>	EY437235
<b>Local authority</b>	Merton
<b>Inspection number</b>	824248
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	0
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 July 2012
<b>Telephone number</b>	

The childminder registered in 2011. She lives with in Mitcham, Surrey. The childminder holds a recognised childcare qualification at level 5. The childminding service is available Monday to Friday, from 7am to 6.30pm. There were no children on roll at the time of this inspection.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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