

Childminder Report

Inspection date

4 February 2016

Previous inspection date

17 November 2011

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder has good partnerships with parents. She uses information from them to establish children's starting points and needs. The childminder identifies when children need extra support and helps to make sure any gaps in their learning begin to close.
- The childminder uses her qualifications well to provide quality teaching experiences for the children. She ensures that planning meets children's needs and interests. Children are motivated and keen to learn.
- There are good opportunities for children to learn about the lives of others and share in different celebrations. The childminder plans activities and outings around different celebrations.
- Children form secure emotional attachments. All children, including those who are learning English as an additional language, show high levels of confidence in social situations.
- The childminder takes children to visit local groups and schools. She prepares them exceptionally well for moving on in their learning.

It is not yet outstanding because:

- The childminder does not always involve parents and children in helping to identify areas for improvement.

What the setting needs to do to improve further

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

- develop further the arrangements to evaluate the strengths and weakness of the provision to more fully take into account the views of parents and children.

Inspection activities

- The inspector observed the quality of teaching in the childminder's home and in the garden.
- The inspector took into account the views of parents through written testimonials and questionnaires.
- The inspector carried out a joint evaluation of children's learning with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, planning and self-evaluation.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her co-childminder work well as a team. The childminder evaluates her practice and identifies some areas for improvement. For example, she has made changes to the way resources are stored so that they are more easily accessible to all the children. The childminder knows what to do in the event of concerns about a child's welfare. She knows how to keep children safe. Safeguarding is effective. The childminder effectively shares information with parents and others. She successfully helps children to cope with changes and move on in their learning.

Quality of teaching, learning and assessment is good

Children play in a caring environment where they develop confidence to make choices about what they want to play with. The childminder teaches children mathematics and how to solve problems. For example, she helped children put together a 24-piece puzzle. She suggested they look at the picture to help sort out which pieces fit where. Children explore natural materials and learn basic reading and writing skills. For example, the childminder buried letters in the sand for children to find and drew the initial letter of their name. She asks them questions, offers suggestions and provides new words. Children repeat words and phrases and are confident when talking to each other. The childminder encourages children's creativity and imagination. For example, they enjoyed making hats with dragon stickers on and pretended that the dragon roared loudly and chased them.

Personal development, behaviour and welfare are outstanding

Children have tremendous amounts of control over their play and learning and develop excellent social skills. They know where to get resources from and they share with each other and take turns. For example, older children help younger ones to complete simple puzzles. The childminder and co-childminder are extremely good role models and remind children about being kind to each other. The childminder provides healthy food and snacks. Children learn to make healthy choices, serve themselves with food and use spoons to feed themselves. The children know when they need to wash their hands and why. For example, when being taken to the toilet or for nappy changes children want to use the soap straight away. The childminder is highly responsive to babies and young children's own care routines and needs, helping them to feel secure. For example, she makes sure they have their comforter with them when settling them for a nap.

Outcomes for children are good

Children are happy and make good progress. They develop respect and understanding for others and their views. They develop good self-care skills, for example, they put on coats and shoes when going outside.

Setting details

Unique reference number	137883
Local authority	Merton
Inspection number	841274
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	17 November 2011
Telephone number	

The childminder registered in October 1996. She works in Raynes Park, in the London Borough of Merton. She works with her mother, who is also a registered childminder. The childminder offers care Monday to Friday from 7am to 6pm all year round. The childminder has an early years childcare qualification at level 5.

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