

# Childminder Report

**Inspection date**

8 February 2016

Previous inspection date

13 January 2011

<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's home is welcoming. Children demonstrate independence, for instance as they choose freely and explore the resources available. The childminder caringly meets their emotional needs and they settle well in her care.
- Children learn about numbers, shapes and measurements during activities and the childminder promotes their counting skills effectively. This helps children to build skills that support their good progress to next stages in their learning and their move to school.
- Children behave and concentrate well during activities. The childminder teaches effectively and motivates their interests. She praises children for their achievements and children enjoy what they do.
- The childminder takes into account the advice of doctors, speech therapists and other professionals, and this helps her to support children's additional needs effectively. This aids to reduce gaps in children's learning and promote their progress.

### It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to encourage children who are less confident to contribute to conversations and discussions.
- The childminder does not always fully include the views of parents in her self-evaluation process.

## What the setting needs to do to improve further

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

- promote further opportunities for less confident children, to contribute more to conversations and discussions
- strengthen self-evaluation processes to include more views of parents.

### Inspection activities

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

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has made good progress towards the recommendations set in the previous inspection. For instance, she assesses what children know and can do when they start at her setting and uses this information to plan for their learning. She focuses well on effectively identifying and planning for next steps in children's learning. She has had training to support children with special educational needs and she uses this effectively. The childminder completes progress checks for children aged two years, as required. She sensitively supports children who are preparing to move to school by talking to them about the changes. She has procedures in place to share information with staff to help to ensure continuity in children's learning. Safeguarding is effective. The childminder has a clear understanding of procedures to follow to protect children's well-being.

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

Older and younger children share activities during play and contribute to each other's learning. For example, they enjoyed completing an alphabet puzzle together. They name the letter sounds they know and ask the childminder for help with the ones they do not know. The childminder extends their learning and early literacy skills in a number of effective ways. For example, by helping them to link letter sounds with familiar objects. The childminder introduces children to various art and craft activities that promote their understanding of different cultures and traditions. Children use their imagination well, and enjoyed pretending to go for a walk with their Chinese lanterns.

### Personal development, behaviour and welfare are good

Children benefit from exercise outdoors during regular outings with the childminder. They develop their physical skills, for instance as they use a range of equipment, such as cutters and scissors, to make shapes with modelling materials. Children learn to make healthy choices; for example, the childminder provides them the opportunity to taste different vegetables and record their likes and dislikes. The childminder works in partnership with parents to meet their individual dietary needs. Children learn to keep themselves safe; for instance, the childminder teaches them to sit safely on their chairs during activities.

### Outcomes for children are good

Children develop their early literacy and numeracy skills through a range of different play activities. They make good progress towards the next stages in their learning and develop skills that prepare them for future learning.

## Setting details

<b>Unique reference number</b>	EY311582
<b>Local authority</b>	Merton
<b>Inspection number</b>	847490
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 January 2011
<b>Telephone number</b>	

The childminder registered in 2005 She lives in Morden, Surrey. She provides childcare all day, throughout the week for most of the year and provides overnight care on prior arrangement.

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