

Childminder Report

Inspection date

10 February 2016

Previous inspection date

20 November 2009

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children achieve well and make steady progress towards the next stages in their learning and their move to school. The childminder plans a wide range of activities and uses these to motivate children's enthusiasm to explore.
- Older children enjoy developing their mathematical skills. For example, they share board games with the childminder and their friends, count the spots on the dice and recognise number symbols as they move the counters on the board.
- The childminder builds positive relationships with children and works well in partnership with parents and carers to support their individual needs. She uses effective settling-in procedures, which help to promote children's emotional well-being.
- The childminder works in close partnership with other providers children attend. This helps to promote continuity in their learning and care as they move between settings.

It is not yet outstanding because:

- Sometimes, the childminder does not make the best use of her questions to build on, and challenge, children's existing knowledge. For example, during familiar stories, she does not always extend children's understanding of what is happening.
- Children have fewer opportunities to choose resources to support their developing understanding of different roles of the people in their community. For example, there are fewer resources available for them to use to develop their awareness of people who help them, such as emergency services.

What the setting needs to do to improve further

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

- strengthen the already good questioning skills further to encourage children to build on what they know and provide more consistent challenges to them in their learning
- continue to develop opportunities for children to extend their understanding of people in the wider community.

Inspection activities

- The inspector observed children and their interactions with the childminder.
- The inspector viewed a sample of documents, including children's developmental records.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the childminder.
- The inspector assessed the childminder's self-evaluation process.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of her responsibilities to protect children's welfare and well-being. She keeps her knowledge of safeguarding current. The childminder has high aims for children's achievements and reflects well on her practice to drive improvements. For instance, she has used knowledge gained from training to improve her processes for monitoring children's progress. This helps her to identify concerns in their development and plan targeted activities to reduce gaps in their learning. The childminder works in partnership with professionals, such as speech therapists, to support children's individual needs. For example, she provides play activities for children, such as blowing bubbles, which helps to strengthen the muscles they use to speak.

Quality of teaching, learning and assessment is good

Young children learn to follow simple instructions during play activities, and this helps them to develop their listening skills. For example, they follow the childminder's instructions to locate pieces and complete a puzzle. Children are confident and freely share their experiences with other children and the childminder. For example, they talk about celebrating Chinese New Year at their pre-school. The childminder extends their learning further; for example, she encourages older children to explore using chopsticks to pick up noodles. This contributes to children's understanding of different cultural traditions and they learn to value people's similarities and differences.

Personal development, behaviour and welfare are good

The childminder consistently promotes good manners and children use polite words in their interactions with others. They follow rules and take turns very well during activities. They happily share experiences with each other and enjoy their time at the setting. The childminder works in partnership with parents to provide nutritious meals for children. She promotes a healthy lifestyle; for example, she takes children to local amenities that provide opportunities for them to be physically active. This contributes to children's good health and well-being. Children learn to keep themselves safe. For example, they identify that their scooters do not have brakes and the childminder makes use of the opportunity to chat to them about using them safely.

Outcomes for children are good

All children are making good progress from their starting points. They enjoy their time with the childminder and engage in their play. They develop the key skills that prepare them for their future learning and move to school. Children learn about mathematical ideas, such as numbers and time, and identify numbers on the clock. The childminder extends on their learning further, for example, as she helps them to read the time.

Setting details

Unique reference number	139527
Local authority	Sutton
Inspection number	1036125
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	20 November 2009
Telephone number	

The childminder registered in 2001. She lives in the London Borough of Sutton. She provides childcare all day, on weekdays, for most of the year.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

