

Childminder Report

Inspection date

10 February 2016

Previous inspection date

14 December 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children make good progress. The childminder has high expectations of all children based on accurate assessment of their existing abilities when she first starts caring for them. Where children's starting points are not typical for their age, the childminder puts in place additional support and they start to catch up quickly.
- Children are happy, settled and well behaved. Older children move smoothly between the childminder's care and the pre-schools they attend. The childminder meets children's individual social and emotional needs effectively. She builds strong bonds with children and patiently develops their confidence to interact with other people.
- Children develop a good understanding of the world. For example, they discover large expanses of fungi growing on trees during outings and explore ice that the childminder makes in her garden in cold weather.
- The childminder works in partnership with parents and other early years providers to promote continuity in children's care and learning effectively. For example, she advises parents of how they can support children's development at home and contributes to children's pre-school assessment records.

It is not yet outstanding because:

- The childminder does not always use a variety of ways to extend and enhance younger children's emerging language.
- Babies are not always fully encouraged to practise their balancing and standing skills.

What the setting needs to do to improve further

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

- seek additional ways to strengthen younger children's emerging language development
- enhance opportunities for babies to develop their early walking skills.

Inspection activities

- The inspector observed indoor activities in the childminder's home.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including children's developmental records, evidence of outdoor activities and self-evaluation.
- The inspector took account of parents' comments within documentation.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

The childminder uses information from other childminders and the local authority to evaluate and improve her teaching practice successfully. Since the last inspection, she has improved observation and assessment to identify and reduce gaps in children's development effectively. For example, she now uses development plans for each child to monitor their progress carefully and accurately. The childminder has also improved opportunities for children to be creative. For example, children regularly draw and use glue, paint and scissors to make imaginative designs. Safeguarding is effective. The childminder has a good understanding of child protection. She attends safeguarding training, which successfully develops her understanding of how to keep children safe.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's individual needs and stage of development. She watches, listens and responds to children's interests and, overall, challenges their learning and development effectively. Children enjoy drawing detailed pictures of their home and members of their family. They confidently identify and count numbers. The childminder extends children's emerging mathematical development effectively. She asks questions that encourage older children to think, respond and engage in conversation.

Personal development, behaviour and welfare are good

Children form close friendships with others and positive relationships with their siblings. The childminder tries different approaches to develop children's ability to do things for themselves. For example, she gently coaxes them to take part in activities and teaches them to feed themselves successfully. The childminder provides children with a positive role model. Children are respectful, polite and well mannered. Overall, children's well-being is promoted effectively. Children are motivated in their play and older children develop good independence. They enjoy choosing and using accessible resources in a welcoming and well-organised playroom. The childminder teaches children about safety, for example, while using a level crossing during daily outings. The childminder develops children's understanding of differences in society effectively. For example, children make and eat pancakes and learn about the meaning of Shrove Tuesday.

Outcomes for children are good

Children make good progress from their developmental starting points. They gain the key skills they need for their future and starting school. For example, older children learn to recognise and place their name on a board when they arrive at the childminder's home each day. Children listen attentively to stories and join in with parts they remember, and they all concentrate well during activities.

Setting details

Unique reference number	160895
Local authority	Kingston upon Thames
Inspection number	842060
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14 December 2011
Telephone number	

The childminder registered in 2001. She lives in New Malden, Surrey. The childminder provides care for children from Monday to Friday for most of the year.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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