

Childminder Report

Inspection date

2 March 2016

Previous inspection date

12 September 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 behave very well and form warm and secure relationships with the nurturing childminder. They are very happy and confident and understand how to share and respect each other's feelings and ideas.
- Partnerships with parents are strong. The childminder keeps parents fully informed of their children's progress and shares ideas to support their continued learning at home. Parents comment positively on how involved they are in their children's learning.
- The childminder helps children to learn social skills and grow in confidence. Children are well prepared for their move on to nursery or school. For example, she takes children out into the community and regularly attends local play groups.
- Children make good progress. The childminder knows them well as individuals and monitors their development in order to identify and address any gaps in their learning.
- The childminder reflects on her teaching practice well. She seeks the views of parents and children to make positive changes to her practice. She shows real commitment to improving outcomes for children.

It is not yet outstanding because:

- The childminder sometimes overlooks opportunities to extend children's understanding of mathematical ideas in their play.
- The childminder does not always give children enough time to respond to questions in order to think and solve problems for themselves.

What the setting needs to do to improve further

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

- increase the opportunities for children to develop their awareness of mathematical ideas as they play.
- increase the opportunities for children to think and respond to questions in order to solve problems for themselves.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including safeguarding policies and procedures, and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed the quality of teaching and the impact this had on children's learning.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations for the quality of care and learning she provides. She is keen to continue to improve her knowledge and skills in various ways. For example, she attends courses, does research and shares advice with other professionals. The childminder makes effective use of new ideas from training courses to strengthen her practice. For instance, she attended training to extend her understanding of the different ways in which children learn and how to best support them. Safeguarding is effective. The childminder has a thorough understanding of how to deal with child protection concerns. She confidently knows how to identify and minimise risks to children effectively. This contributes significantly to maintaining children's safety and welfare.

Quality of teaching, learning and assessment is good

The childminder provides a welcoming and stimulating environment that supports children's learning and development well. She regularly observes children to assess their development and checks their learning closely. She has a good understanding of each child's development and plans activities to encourage further progress. The childminder pays attention to making learning experiences fun for the children. For example, children delight in exploring lights and colours in the dark. Children show enthusiasm and excitement about the activities that the childminder plans for them and are eager to be involved. Children use their imaginations and express themselves well. For example, they enjoy role play activities alongside their friends and preparing pretend meals. The childminder promotes children's communication and language skills well. For instance, she consistently talks to the children and commentates on what they are doing.

Personal development, behaviour and welfare are good

Children consistently receive praise and encouragement throughout their play and take pride in their achievements. They show motivation in their learning and work well together. For example, they enjoy playing musical instruments together and joining in with songs. The well-planned environment encourages children to confidently choose what to play with; they are very engaged in their learning. For instance, children enjoy choosing stories and talking about what they hear and see. The childminder promotes healthy lifestyles effectively. For example, she provides children with nutritious meals. Children sit together during mealtimes and learn good table manners.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. They have an interest in early literacy and enjoy creative activities. For example, they use pencils and paints effectively to create pictures. Children develop good physical skills, show good imagination and are learning the skills they need for their future.

Setting details

Unique reference number	122993
Local authority	Merton
Inspection number	840451
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	5
Number of children on roll	2
Name of provider	
Date of previous inspection	12 September 2011
Telephone number	

The childminder registered in 1999. She lives in Mitcham, in Surrey. The childminder has a childcare qualification at level 3 and cares for children between 8am and 6pm each Tuesday and Wednesday, all year.

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