

# Childminder Report

**Inspection date**

21 March 2016

Previous inspection date

4 July 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 knows the children's interests and needs very well and she plans interesting and challenging activities that stimulate them in their learning. Children make good progress from their starting points.
- Children are confident and freely approach the childminder when they need help or reassurance. This helps her to meet their needs effectively and sensitively promote their emotional well-being.
- The childminder takes children out on a variety of outings, which helps to motivate them to be physically active. They develop a healthy lifestyle and enjoy regular opportunities to exercise in fresh air.
- The childminder promotes positive interactions between the children. They share and take turns well during play and happily share experiences with each other.
- The childminder has good links with other settings that children attend and local schools. This helps her to promote continuity in children's learning and support them efficiently to develop the skills that support their future learning.

### It is not yet outstanding because:

- Some resources are not complete, which occasionally interrupts children's play and does not always enable them to complete their chosen task.
- Children do not always have free access to resources that helps them to develop their early writing skills further.

## What the setting needs to do to improve further

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

- review the contents of individual resources to enable children to have uninterrupted play and to complete their chosen task
- increase the availability of resources to support children further to develop their early writing skills.

### Inspection activities

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

### Inspector

Geetha Ramesh

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder reflects well on her practice and seeks the views of parents and children to plan for improvements. This helps her to raise the quality of teaching and to improve continually on children's learning experiences. She establishes good partnerships with parents and they express the view that they are happy with the services she offers. The childminder shares interesting ideas with parents to extend children's learning at home and help promote continuity in their experiences. She monitors children's progress effectively, which helps her to identify and discuss concerns with parents at an early stage and plan effectively to meet individual children's needs. Safeguarding is effective and the childminder updates her knowledge of child protection through relevant training.

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

The childminder models language well and introduces new vocabulary to help promote children's communication and language skills. For example, she names the toys that children show interest in, such as the starfish and discusses that they live in the sea. Children develop their early mathematical skills. For example, the childminder encourages them to count how many fish they catch with the magnetic fishing rod. The childminder enthusiastically joins in children's play and extends their learning further in what they choose to do. For example, children say their doll is unwell and the childminder pretends to give her an injection and comfort her. This helps children to build on their observations of the real world.

### Personal development, behaviour and welfare are good

Children develop good hygiene practices; for example, they know where to find the tissues and they independently clean their hands before they return to play. Children are kind to each other; for example, when another child very slightly bumps into them during play they say 'I know you did not mean to'. The childminder provides a range of opportunities for children to develop their understanding of the wider world and to learn to value differences. For example, she introduces them to celebrations that help them learn about different cultures and traditions.

### Outcomes for children are good

Young children learn about cause and effect. For example, they wind the key on a little cat and see the toy move. Older children develop their knowledge of technology. For example, they press buttons on a toy mobile phone and observe the lights and sounds. Children learn to make a positive contribution, for example, they help to set up the mats for their play and they tidy up the toys, independently, before moving on to another activity. Children enjoy what they do and develop key skills that support their progress towards the next stages in their learning and their move to school.

## Setting details

<b>Unique reference number</b>	403919
<b>Local authority</b>	Sutton
<b>Inspection number</b>	842158
<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>	1 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	4 July 2011
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Cheam, Surrey. The childminder holds a childcare qualification at level 3. She provides childcare all day, on weekdays, for most part of the year.

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