

Childminder Report

Inspection date

22 March 2016

Previous inspection date

27 January 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

- The childminder offers a safe and inviting play environment for children. They make choices from a good variety of well-organised resources in the playroom and garden.
- The childminder successfully promotes children's emotional and physical well-being. She has warm, caring relationships with them and effectively plans the day around their individual needs.
- Children enjoy taking part in a wide variety of stimulating activities and experiences based on their interests. They make good progress in their learning.
- The childminder keeps parents well informed and effectively involves them in their children's learning. For example, she provides regular progress summaries and keeps parents up to date with their children's next steps in learning.
- The childminder regularly reflects on her practice and is motivated to continually improve what she does. For example, since the last inspection, she has successfully achieved a quality assurance award. This involved a thorough evaluation of the provision.

It is not yet outstanding because:

- The childminder does not make full use of her assessments of children to monitor their progress as frequently and closely as possible to swiftly identify any gaps in learning.
- The childminder has not fully developed more challenging activities for older children to practise their skills in using everyday technology.

What the setting needs to do to improve further

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

- build on the monitoring of the overall progress of individuals and groups of children, to identify whether any gaps in achievement are closing as quickly as possible and to aid in the review of teaching
- provide more challenging opportunities for older children to further develop their skills in using everyday technology.

Inspection activities

- The inspector observed children taking part in activities with the childminder inside and outside.
- The inspector had discussions with the childminder throughout the inspection about her practice and children's learning and development.
- The inspector sampled documents, including children's records, and policies and procedures.
- The inspector checked the areas of the childminder's home used by children.
- The inspector read questionnaires from parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has completed child protection training and keeps her knowledge up to date. She knows what steps to take if she has concerns about a child's welfare. She keeps all of the paperwork required for childminding. The childminder makes good use of local training to develop her skills and improve her practice. For example, she found a recent course helped her review how she organises creative resources to encourage children to make choices. The childminder gets on well with parents and regularly seeks their views to help her evaluate the provision. Parents comment that they are very happy with the care she provides. They are confident their children are safe, well-cared for and making good progress.

Quality of teaching, learning and assessment is good

The childminder gets to know children well. For example, she gathers detailed information from parents before children start. She adapts activities effectively to meet children's different needs. For instance, younger children enjoyed digging in the mud while older children helped plant seeds to grow flowers. The childminder promotes children's language and communication skills. For example, she talks to children, listens to them well and introduces new words. She follows children's interests well, making sure they have ample resources available to develop their play. For example, children became absorbed in washing the dolls using soapy water, which then became a stormy sea for a fishing game.

Personal development, behaviour and welfare are good

The childminder acts as a good role model. She is calm and reassuring, and offers children gentle guidance and praise. Children quickly become familiar with the daily routines and behave well. The childminder supervises children closely. She makes thorough risk assessments of her home, garden and any outings, so children can play safely. She helps children learn the skills they need to keep themselves healthy and safe. For example, children understand why they need to wash their hands and they take part in regular fire drills to help them learn what to do in an emergency. Children play outside every day to promote their good health and practise their physical skills.

Outcomes for children are good

All children make good progress based on their starting points. They quickly grow in confidence and become more independent. For example, they select their own resources and help tidy toys away. They play well together, learning to share and take turns. Children count as they play and show an interest in books and stories. They are well-prepared for their future learning and for school.

Setting details

Unique reference number	153854
Local authority	Sutton
Inspection number	841933
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	3
Name of provider	
Date of previous inspection	27 January 2011
Telephone number	

The childminder registered in 2001. She lives in Sutton in Surrey. She cares for children each weekday throughout the year. She holds a relevant qualification at level 3. She is eligible to receive funding for the provision of free early education for children aged two, three and four years.

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