

Childminder Report

Inspection date

24 March 2016

Previous inspection date

31 January 2012

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 promotes children's well-being effectively. For instance, she builds strong, warm relationships with children and interacts positively with them. Children are confident because they feel secure.
- The childminder has very secure knowledge of how children learn and develop. She observes children regularly and uses this information well to provide activities that are stimulating and challenging. Children make good progress.
- The childminder works effectively with others to support children's care and learning. She keeps parents very well informed about their children's progress and provides good opportunities for them to support their children's learning.
- The childminder evaluates all areas of her practice well, to build and improve it continuously.

It is not yet outstanding because:

- The childminder occasionally misses opportunities for children to do things for themselves, to fully support their growing independence.
- Children do not always have opportunities to explore technology equipment as part of their everyday learning experiences, to strengthen their understanding of how technology is used for different purposes.

What the setting needs to do to improve further

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

- make the most of all opportunities for children to do things for themselves, to develop their independence still further
- develop more ways for children to learn about and to use technology, to strengthen their understanding of how technology is used for different purposes.

Inspection activities

- The inspector viewed the premises with the childminder.
- The inspector observed interaction between the childminder and children.
- The inspector discussed children's progress with the childminder.
- The inspector sampled a range of documentation and held a discussion about it with the childminder.

Inspector

Jennifer Beckles

Inspection findings

Effectiveness of the leadership and management is good

The childminder understands the need to support children who move to school and has, for instance, formed links with local schools to support children. Safeguarding is effective. The childminder has good knowledge of procedures to follow should she be concerned about a child's welfare. She prioritises children's safety by, for example, carrying out daily safety checks on all areas of her home, indoors and outdoors. The childminder makes good use of training to improve her knowledge and skills. She attends courses that help her to sustain her strong teaching abilities and promote good outcomes for children. She assesses children continually, and monitors their progress closely, to check that there are no gaps in their learning. As a result, she plans activities well to ensure that she meets the needs of all children.

Quality of teaching, learning and assessment is good

The childminder promotes children's creative development well. For instance, she provides children with a wide range of tools and materials to stimulate their senses. The childminder supports children's early mathematical skills effectively as they play. For example, she teaches children how to count the number of objects and she tells them the names of shapes. The childminder promotes children's early literacy skills well. For instance, she reads stories to children regularly and she discusses them with children so that they deepen their understanding. Children develop good speaking skills. The childminder introduces them to new vocabulary, encourages them to listen, and provides good opportunities for children to enjoy conversation, throughout the day.

Personal development, behaviour and welfare are good

The childminder motivates children to learn by, for instance, providing activities linked to children's interests, which they enjoy. Children behave in safe ways. For example, they know to sit down when eating, to chew their food properly, and the childminder teaches children about road safety. The childminder encourages children to make healthy choices by, for instance, providing freshly prepared nutritious meals and snacks. She also takes children outdoors each day for physical challenges. The childminder manages children's behaviour effectively, and children behave very well. Children learn to share and take turns as they play. They begin to recognise and to respect the fact that other people may have alternative ideas and ways of doing things, which supports children's personal development well.

Outcomes for children are good

Children make good progress and are confident, active learners. They learn good skills to support their early literacy and early mathematical development. They also have good opportunities to learn about their own community and the wider world. Children learn to climb, balance and practise a range of physical coordination skills. This promotes children's physical development effectively. Children are well behaved and play cooperatively together. They learn valuable skills for later use in school.

Setting details

Unique reference number	EY431244
Local authority	Merton
Inspection number	1036326
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	31 January 2012
Telephone number	

The childminder registered in 2011. She lives in New Malden, in the London Borough of Merton. The childminder provides care for children from Monday to Friday, from 7.30am to 6.30pm, all year round, except on public holidays.

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Piccadilly Gate
Store St
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