

Childminder Report

Inspection date

19 April 2016

Previous inspection date

21 September 2010

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 have a wealth of interesting activities and resources to choose from. They are challenged, motivated to learn and make good progress.
- The childminder and her assistant have very good relationships with the children. They share strong attachments. Children are settled and secure.
- The childminder supports young children's early speaking skills well. For example, she asks questions to extend their learning, gives them time to respond and listens carefully, valuing what they have to say.
- Parent partnerships are strong. Parents speak highly of the childminder's care and support for their children's development.
- The childminder has a good observation and monitoring system to keep track of children's progress. This helps her to quickly identify and address any areas where children may need targeted support.

It is not yet outstanding because:

- The childminder does not make the best use of all opportunities to gain the views of parents to help her improve her practice.
- The childminder offers some useful support and mentoring for her assistant but, overall, arrangements to promote ongoing professional development are not as good as possible.

What the setting needs to do to improve further

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

- extend the arrangements to support and mentor assistants and promote their ongoing professional development
- develop further the opportunities for parents to contribute their views to help improve practice.

Inspection activities

- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector engaged with the children during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector observed the children during their indoor play activities, as well as their mealtime routine.
- The inspector sampled various documents, including children's learning records, the childminder's self-evaluation form, risk assessments and a selection of policies and procedures.

Inspector

Becky Phillips

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice and accurately identifies her strengths and priorities for improvement. She has high expectations of herself, her assistant and the children. The childminder and her assistant have attended safeguarding training. They have a clear understanding of how to keep children safe and protect their welfare. Safeguarding is effective. The childminder and her assistant work very well together and act as good role models for the children. The childminder has extremely positive partnerships with parents. She works very closely with them, offering extra support when needed and keeping them involved and up to date with their children's learning and development. The childminder also has good partnerships with other settings children attend, and she shares information to support successful moves between these settings.

Quality of teaching, learning and assessment is good

The childminder plans well for all areas of learning. Children learn through a wide range of experiences and are highly motivated by activities that reflect their interests. For example, children who are interested in colours and shapes take part in a potato printing activity, experimenting with different colours. The childminder and her assistant complete regular observations of children playing and learning, and make accurate assessments to monitor children's development effectively. Parents are informed about the activities that children do each day and the progress that they are making, promoting continuity in their learning and care.

Personal development, behaviour and welfare are good

The childminder and her assistant effectively promote good behaviour. For example, they listen carefully to ensure each child is heard. They constantly praise the children, which helps to build their confidence and makes them feel valued. Children have good opportunities to develop their physical and social skills, and an awareness of the local community. For example, they visit many different groups and enjoy outings, such as visits to the local farm and park. The childminder supports children's overall well-being and health. For example, she provides healthy snacks and meals and encourages them to try new foods during food tasting activities. Children have a wide range of opportunities to learn about each other's cultures and to develop a respect for others. For example, children celebrate cultural festivals such as Chinese New Year and Diwali.

Outcomes for children are good

Children explore the childminder's home independently and choose activities that interest them. They are confident, communicate well and enjoy imaginative play. For example, during role-play they talk about the types of food and what they like to eat. All children make good progress and gain the skills needed for the next steps in their learning.

Setting details

Unique reference number	137893
Local authority	Merton
Inspection number	1036827
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	21 September 2010
Telephone number	

The childminder registered in 1995 and is based in Wimbledon within the London Borough of Merton. The childminder works with an assistant and offers care Monday to Friday, 7.30am to 6.00pm, all year round, except for family holidays and bank holidays.

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