

# Childminder Report

<b>Inspection date</b>	20 April 2016
Previous inspection date	28 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Met	
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 develop a good understanding of the world in which they live. For instance, they acknowledge a range of cultural festivals and learn about the lifecycle of plants.
- The childminder knows the children well. She takes account of their interests and next steps in learning when planning activities. Children make good progress from their starting points.
- Children develop a strong bond with the childminder. They settle well, and feel safe and secure in her care, so are ready to learn.
- The childminder has developed close working relationships with other settings and schools that children also attend. She regularly exchanges information to promote a collaborative approach to children's care and learning.

### It is not yet outstanding because:

- The childminder misses some opportunities to fully support children's physical development, such as in creative ways.
- The childminder does not actively seek the views of the parents regularly to help her to strengthen her provision and practice further.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to engage in activities to support their physical development
- strengthen the process for self-evaluation to regularly include the views of parents, to help identify strengths and identify areas for future improvement.

### Inspection activities

- The inspector had discussions with the childminder relating to her practice.
- The inspector looked at areas of the premises used for childminding and sampled relevant documentation.
- The inspector observed the childminder's practice and the learning opportunities she provides for children.
- The inspector and childminder jointly observed children at play.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a positive attitude to developing her professional skills and knowledge. She regularly completes training, and has links with other childminders and professionals. For example, since her last inspection, she has obtained a level 3 childcare qualification to further support outcomes for children's learning and development. Safeguarding is effective. The childminder has a secure knowledge of how to promote children's safety and well-being. She knows what to do if she has concerns about their welfare. The childminder implements effective policies and procedures, and shares these with parents. For example, she completes thorough and robust risk assessments of her home and outings to promote children's safety at all times.

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

The childminder has a good understanding of how children learn. She effectively evaluates her observations of children's achievements and monitors their progress. She plans interesting activities that support their individual learning needs. The childminder promotes children's communication and language development well. For instance, she extends their vocabularies and listening skills through conversation and skilful questioning. Children have ample opportunities to make choices and lead their own learning, which aids their independence. The childminder promotes children's mathematical skills well. For example, they are encouraged to count when playing games, to ascertain who is in the lead. The childminder uses mathematical terms, such as 'more', 'less' and 'equal', to develop children's early mathematical understanding. She enthusiastically engages children in purposeful play.

### Personal development, behaviour and welfare are good

The childminder promotes children's confidence well. She helps children to recognise their own achievements and good behaviour. For example, she praises children's good manners and encourages them to respect each other. Children behave well. Children have good opportunities to develop their social skills to support them when they move on to nursery and school. For example, they attend local groups where they learn to develop relationships with other children. Children learn about healthy lifestyles effectively. They understand the benefits of eating healthily and follow good hygiene routines.

### Outcomes for children are good

Older children gain a wide range of skills which prepare them for the next stage of their learning. For example, children's pre-writing and reading skills are encouraged as they write their names on their work. Children make consistently good progress in their learning and development. They are motivated and excited to take part in daily routines and activities, and enjoy doing things for themselves.

## Setting details

<b>Unique reference number</b>	EY362682
<b>Local authority</b>	Sutton
<b>Inspection number</b>	813067
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	28 March 2012
<b>Telephone number</b>	

The childminder registered in 2007. She is located in Carshalton, in the London Borough of Sutton. The childminder operates her service from Monday to Friday, all year round.

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