

Childminder Report

Inspection date

25 April 2016

Previous inspection date

13 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 good communication and language skills. The childminder motivates them skilfully to share their views and ideas during activities and they learn to ask and answer simple questions. Children learn through positive interactions with her and make good progress in their learning.
- Children develop independence during routine activities; for example, they learn to change their clothes when they return from pre-school and they help to prepare their sandwiches for lunch.
- The childminder consistently helps children to learn to keep themselves safe from harm. Children know to observe safety rules before crossing the road and know the importance of listening to instructions, which helps to ensure their safety.
- The childminder uses her training, knowledge and skills effectively, for example, to develop appropriate procedures for monitoring children's progress. This helps her to identify concerns and meet their individual learning needs.

It is not yet outstanding because:

- The childminder has not developed consistent procedures to take account of the views of parents in the self-evaluation process and to plan next steps in children's learning.
- The childminder does not always provide a range of opportunities for children to learn about the different lives, beliefs and cultures of people from other parts of the world.

What the setting needs to do to improve further

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

- strengthen partnerships with parents to consistently seek their views in the self-evaluation process and to work continually together to plan next steps in their children's learning
- strengthen opportunities for children to learn about the different lives, beliefs and cultures of people from other parts of the world.

Inspection activities

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

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder reviews her policies and procedures to keep up to date with the changes to safeguarding guidelines. She knows her responsibilities to protect children in her care. The childminder establishes excellent links with local schools and other settings that children attend. For example, she is a member of the parent and teacher association in the local school and knows the staff and teaching assistants well. She works closely with them to help ensure a smooth transfer when children move to school. The childminder takes children's views into account to plan for improvements. For example, she has increased the range of art and craft resources based on her observations of children's interests.

Quality of teaching, learning and assessment is good

The childminder stimulates children's interest in the natural world and skilfully questions them to extend on what they already know. For example, she encourages them to describe what sounds they hear and they identify that they hear a bird. She encourages them to recount previous experiences; for instance, they eagerly describe that they watered the seeds to grow their indoor tomato plants. The childminder introduces children to concepts, such as left and right. For example, she encourages them to describe which direction they need to turn as they walk back to her setting from school. This helps to promote children's thinking skills.

Personal development, behaviour and welfare are good

Children are happy and confident, and form close bonds with the childminder. She praises them for their achievements, which helps to build on their positive self-esteem. The childminder has high expectations for all children and consults parents and professionals to develop appropriate strategies to manage challenging behaviour. This helps to reduce gaps in children's personal, social and emotional development. Children develop good eating habits and a secure awareness of a healthy lifestyle. Parents express the view that the childminder encourages children to try a range of healthy food and they enjoy trips to local parks and farms with her.

Outcomes for children are good

Children understand that print carries meaning. For example, they point to the words on their lunch plate and ask the childminder to read it to them. They develop their early reading skills; for instance, they learn to link letters to sounds. Children learn to solve simple problems, such as estimating what is one less than a given number. They learn to count objects, for example, as they share a book with the childminder. This helps to build on their early mathematical skills. Children make good progress towards the next stages in their learning and develop key skills that help to prepare them for school.

Setting details

Unique reference number	EY350670
Local authority	Merton
Inspection number	827645
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	13 June 2011
Telephone number	

The childminder registered in 2007. She lives in the London Borough of Merton. The childminder provides childcare all day on weekdays, for most of the year. She holds a foundation degree in Childcare.

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