

Childminder Report

Inspection date

10 May 2016

Previous inspection date

4 February 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 teaches clear and concise boundaries to children. She works closely with parents to make sure they are all consistent with behaviour management. Given children's ages and stages of development, they behave well.
- The leadership of the setting is good. For example, the childminder regularly assesses and monitors the work of her assistants, which helps to enhance the care of the children.
- The childminder works closely with parents to review her practice and successfully uses information she gains to help shape the service she provides.
- The childminder has consistent practices in place enabling her to monitor all aspects of her provision and children's learning well. This helps her to enable children to make good progress in their learning.

It is not yet outstanding because:

- The childminder does not always carry out activities to promote younger children's exploration on a regular basis. For example, play resources made from natural resources are stored on high shelves, which does not enable children to self-select.
- The childminder does not always fully promote children's physical development. For example, she does not consistently provide older children with resources to extend their learning during activities, such as using rolling pins when playing with play dough.

What the setting needs to do to improve further

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

- increase the range of opportunities readily available for younger children to build on their exploration and investigation of the natural world further
- extend opportunities and resources to enhance children's physical development during their chosen play experiences.

Inspection activities

- The inspector observed children in the main play areas.
- The inspector spoke with the childminder and her assistants at appropriate times during the inspection.
- The inspector reviewed documents including safeguarding and children's files.
- The inspector gathered the views of the parents.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection. She regularly undertakes child protection training to keep herself and her assistants up to date with any changes to legislation. This helps her to keep children safe from harm and neglect. The childminder makes sure that she and her assistants all have regular training, which helps them to provide good-quality teaching and learning experiences. The childminder enables children to play in a safe learning environment as she carries out effective risk assessments. Children also successfully learn what to do in the event of an emergency, for example, as they participate in fire drills. The childminder works closely with other professionals caring for children. They share developmental reports, which helps them work together to progress children's learning and development.

Quality of teaching, learning and assessment is good

The childminder uses her good knowledge of children's development and interests to help move them on to their next step of learning. She completes good-quality assessments of children's progress. This helps her to identify areas that are missing to narrow any learning gap. She also successfully uses this knowledge to plan activities that stimulate children's development well. The childminder effectively tracks children's learning, enabling her to identify clearly areas to work on. The childminder also successfully uses information about children's achievements at home from parents to complement her assessments. All of these practices help to provide good continuity of care and learning for children.

Personal development, behaviour and welfare are good

Children are confident in their play and learning. They develop good personal and social skills. For example, older children help the childminder to set the table ready for meals and help younger children reach their drinks. The childminder has effective procedures in place to teach the children about their own health and well-being. For example, during meal times they talk about healthy food and drinking plenty of water. Children access a good range of resources both inside and out, helping promote their learning well.

Outcomes for children are good

Children make good progress from their starting points. They gain the skills they need in readiness for the next stage in their learning and move to nursery. For example, children learn how to share and work well with others. Children enjoy a wide range of resources that help to promote their literacy development. For example, they enjoy listening to stories and helping the childminder tell it by using props. They also then compare the sizes of the puppets they are using.

Setting details

Unique reference number	EY408845
Local authority	Merton
Inspection number	831699
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	16
Name of provider	
Date of previous inspection	4 February 2011
Telephone number	

The childminder registered in 2010. Childminding takes place from a house in Wimbledon Park, South London. The childminder works 8am to 6.30pm, five days a week. She closes for two weeks in August and two weeks at Christmas.

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