

# Childminder Report

**Inspection date**

11 May 2016

Previous inspection date

19 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 share warm and trusting relationships with the childminder. She is kind and gentle in her approach. She treats them with warmth and kindness and they enjoy the praise and reassurance she offers. This supports their emotional development.
- Children enjoy a wide range of activities and learning experiences, which help them to make good progress in all areas.
- The childminder reflects on her practice and identifies areas for development to make ongoing improvements and promote positive outcomes for children. She has fully addressed the previous action and recommendations. Children are well-supervised and the childminder completes rigorous risk assessments to help keep children safe.
- The childminder knows the children well. She monitors their development accurately, which helps her to identify and address gaps in children's learning successfully.
- The childminder supports children's well-being and health effectively. For example, she teaches them about healthy eating through discussions and by providing nutritious home-cooked meals.

### It is not yet outstanding because:

- The childminder does not always make the most of the whole environment to help children to become familiar with words and numbers.
- The childminder does not gather information from all parents about children's starting points at the outset to help with planning of activities.

## 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 the whole environment to provide further opportunities for children to become familiar with words and numbers
- ensure that information about children's starting points is gathered from all parents at the outset to aid planning.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled a range of documentation, including children's records and the childminder's self-evaluation document.
- The inspector spoke to the childminder, her co-childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents through their written comments.

### Inspector

Michelle Tuck

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of all the requirements of the Early Years Foundation Stage. She understands her role and responsibility to keep children safe and is clear about the reporting procedure to follow if she has a concern about a child in her care. Parents are very happy with the childminding provision and the progress that their children make. They comment that their children's language has significantly developed since being in the childminder's care. The childminder is effective in further developing her knowledge. For example, she attends regular training to update her skills, has close links with the local authority and discusses practice with her co-childminder. This helps her to improve the provision and has a positive impact on outcomes for children.

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

Children are well motivated to learn. They enjoy exploring and investigating paint and mixing colours. The childminder promotes children's communication and language skills effectively, and she constantly talks to the children, providing a commentary about what they are doing. This effectively builds on their vocabulary. The childminder skilfully introduces numbers and shapes into activities and routines. For example, as children use cutters to cut out pastry, she encourages the children to count the circles. The childminder involves herself in the children's role-play. For example, she pretends to drink cups of tea made for her by the children.

### Personal development, behaviour and welfare are good

Children are extremely polite and use good manners as they interact with the childminder and one another. For example, they say 'thank you' as the helper of the day serves them their lunch and ask the childminder if they can leave the table after they have finished their snack. Children enjoy a close relationship with the childminder and each other's company. They share and take turns without reminders. Their behaviour is good. Children have daily opportunities to develop their physical skills and benefit from fresh air and exercise. This promotes children's good health. The childminder gives the children lots of praise and encouragement for their efforts and achievements. This boosts their self-esteem and confidence effectively.

### Outcomes for children are good

The childminder teaches the children essential skills for their future learning and school. For example, children practise their early writing skills as they have regular opportunities to paint and draw. Children develop good independence skills as they make choices in their play, feed themselves and follow thorough hygiene routines. They make choices confidently and develop good social skills.

## Setting details

<b>Unique reference number</b>	138007
<b>Local authority</b>	Merton
<b>Inspection number</b>	1048698
<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>	2 - 3
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 September 2012
<b>Telephone number</b>	

The childminder registered in 1998. She works from her home with another childminder and lives in the London Borough of Merton. The childminder provides care all year round, from Monday to Friday, except bank holidays, family holidays and Christmas.

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