

# Childminder Report

**Inspection date**

19 September 2016

Previous inspection date

1 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder and her assistant are warm and nurturing, and children flourish in their care. They use a range of extremely effective strategies to help new children settle in. For example, young children beamed with pleasure as they activated voice recordings of their parents.
- The well-planned and stimulating learning environment captivates children's interest as they explore it eagerly. The childminder and her assistant plan activities carefully to identify how the learning environment can be adapted to engage children at different stages of development.
- The childminder evaluates her practice effectively and uses the contributions that children, parents and her assistant provide to make improvements. For example, both the childminder and her assistant attend regular training to enhance their good skills and knowledge.
- Children make good progress from their starting points and are well prepared for the next stage in their learning, such as starting school.

### It is not yet outstanding because:

- The childminder and her assistant sometimes overlook opportunities to support children's curiosity and ideas as they play and explore.

## What the setting needs to do to improve further

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

- make full use of all opportunities to help children test out their ideas, to further encourage their curiosity and help them make even better progress.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector and the childminder observed a planned activity and discussed it together.
- The inspector looked at relevant documentation, including suitability checks, policies and children's records.
- The inspector took account of parents' views.

### Inspector

Anne Clift

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder and her assistant have established good relationships with parents. They keep parents well informed of their children's progress and give them ideas about how to support their children's learning at home. Safeguarding is effective. The childminder and her assistant have a secure knowledge of how to keep children safe. They understand the process to follow should they need to report any concerns about a child's well-being. The childminder monitors her assistant well and supports him to reflect upon the quality of teaching, to further improve practice and offer children even better opportunities.

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

The childminder and her assistant assess children's learning and use this information to plan for further learning opportunities. The childminder and her assistant support children's communication and language development successfully. For example, they provide a range of dual language books, labels and songs to support children who speak English as an additional language. The childminder and her assistant provide enjoyable activities that help children develop their understanding of the world. For example, they encourage children to find and remove plastic bugs buried in shaving foam and help them to explore the different features of creatures using a microscope.

### Personal development, behaviour and welfare are outstanding

The childminder and her assistant support children's emotional development expertly. The childminder uses extremely effective strategies, such as adapting stories, to help children understand events they encounter in their lives. Children behave extremely well. The childminder and her assistant provide excellent opportunities for children to be physically active and to learn how to play safely. For instance, they support very young children to become more adventurous, teach them to use moving balance equipment and to manoeuvre themselves carefully on the slide. The childminder and her assistant provide excellent opportunities to help children learn about good hygiene practices and about healthy choices. For example, they help children develop their awareness of healthy and unhealthy foods and provide a nutritionally balanced menu that reflects food enjoyed from around the world.

### Outcomes for children are good

Children are confident, happy and motivated to learn. For example, they concentrated well as they learned how to use a range of tools, such as water sprays and rollers, in their water play. Children demonstrate very good social skills. For example, older children give hugs to their friends and develop a good sense of humour, while younger children laugh as they join in energetic ball games. Children learn to be independent. For example, they collected equipment needed at mealtimes without being prompted.

## Setting details

<b>Unique reference number</b>	132047
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	1061361
<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 - 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 July 2013
<b>Telephone number</b>	

The childminder registered in 2000. She operates from her home in Old Malden, in the Royal Borough of Kingston upon Thames. She works Monday to Friday from 7am to 6pm all year. The childminder holds a relevant early years qualification at level 3. She works with an assistant and receives government funding to provide free nursery education for children aged three and four years.

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