

# Childminder Report

**Inspection date**

29 September 2016

Previous inspection date

19 March 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The childminder supports children's well-being effectively, especially to help them settle. She focuses on children's individual interests and needs to encourage their engagement and enjoyment. Children are happy, well behaved and form strong emotional attachments to the childminder and her assistant.
- The childminder works well with parents. She communicates closely with them about children's individual care and learning needs from the outset. She fully involves them in reviewing and planning for children's progress, providing children with good consistency between their home and her setting.
- The childminder makes good use of self-evaluation to identify priorities for improving her practice. This has helped her to encourage children's positive behaviour.
- The childminder plans a good range of first-hand experiences for children, for example, that help them learn about nature and various farm animals.
- The childminder completes detailed observations and precise assessments of children to identify and target their next steps in learning. Children make good progress.

**It is not yet outstanding because:**

- The childminder does not extend opportunities for younger children to explore, and experiment, to create and learn about shapes, and solve problems.
- The childminder does not fully encourage and support younger children's spoken language in their activities and play.

## What the setting needs to do to improve further

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

- extend opportunities for younger children to explore and experiment, to create and learn about shapes, and solve problems
- encourage and support younger children's spoken language more.

### Inspection activities

- The inspector observed the childminder's interaction with the children indoors and outside.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and the self-evaluation process.
- The inspector read written feedback from parents.
- The inspector looked at the range of resources and equipment available for children's use.
- The inspector held discussions with the childminder and assistant.

### Inspector

Susan Damianopoulos

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a clear understanding of procedures to follow should they have any safeguarding concerns about children's welfare. The childminder carries out effective risk assessments of her premises and the different places she takes children to ensure they are safe. The childminder supports her assistant well to ensure they understand their role in protecting children and supporting their learning. She reflects on her and her assistant's practice and children's progress well, to identify and target gaps in their knowledge and skills. Training has helped the childminder to develop the learning environments indoors and outside, to extend children's experiences further. The childminder seeks and uses advice from other professionals to help her improve practice.

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

The childminder uses planning well for children's interests and learning. For example, she takes children to the library to learn about and enjoy books and storytelling. The childminder and her assistant interact well with the children. They ask questions that encourage children to think and respond. The childminder provides good opportunities for young children to engage in pretend play. She joins in their imaginative play, supporting their learning well, for example, to help them count out how many 'cakes' for the pretend tea party. The childminder supports children well to act out familiar roles and situations in their pretend play, helping them to make sense of their experiences.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming, well-resourced and safe environment. She consistently models good manners, for example saying 'please' and 'thank you', which children respond well to and copy. The childminder encourages and praises children well, helping to develop their self-esteem and confidence in their abilities. She provides good activities that help children understand about healthy lifestyles, such as planting and growing seeds in the garden, and encouraging children to be active at local parks and playgrounds. The childminder supports children well to learn respect and understanding about differences between people and communities. For example, she celebrates different religious and cultural festivals with them, such as Christmas, Diwali and Eid.

### Outcomes for children are good

Children gain important skills that prepare them well for moving on to the next stage of their learning, including starting pre-school. For example, babies learn to feed themselves and toddlers put on their shoes for outdoor play. Children benefit from visiting playgroups with the childminder and develop good social skills. Children are emotionally secure and develop good levels of independence.

## Setting details

<b>Unique reference number</b>	138041
<b>Local authority</b>	Merton
<b>Inspection number</b>	1061417
<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>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 March 2013
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Morden. She works each weekday during term time only. The childminder employs an assistant.

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