

# Childminder Report

**Inspection date**

10 November 2016

Previous inspection date

17 January 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 builds strong, nurturing relationships with the children in her care. Children have a positive sense of emotional well-being. They have strong bonds with the childminder and feel secure with her. They are enthusiastic and motivated to learn.
- The childminder has developed good partnerships with parents. She takes account of their views and also those of children when evaluating her practice. She identifies areas for development to continuously improve her provision.
- The childminder has established an effective programme of professional development. She continually increases her knowledge and the quality of teaching to improve outcomes for children.
- The childminder observes children closely as they play. She assesses their developmental stages and interests well. She plans for children's next steps in learning and they make good progress in their learning and development.
- The childminder's enthusiasm and strong commitment to providing a wide range of activities contribute towards the good progress children are making.

### It is not yet outstanding because:

- On occasions, the childminder does not extend and challenge children's ideas and curiosity. She misses, on occasions, opportunities to further extend children's hand and eye coordination.

## What the setting needs to do to improve further

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

- offer children more opportunities to develop their own ideas to further encourage their creativity
- provide children with the time they need to attempt activities that extend and challenge their developing hand and eye coordination.

### Inspection activities

- The inspector looked at a sample of policies and documents the childminder uses when caring for children.
- The inspector checked evidence of the childminder's suitability checks and qualifications.
- The inspector observed practice and discussed with the childminder how she delivers the educational programmes for children.
- The inspector discussed the childminder's self-evaluation and improvement plan.
- The inspector discussed how the childminder meets the safeguarding and welfare requirements.

**Inspector**  
Claire Meyer

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her practice thoroughly to identify what works well and to target further improvements to support good outcomes for children. Arrangements for safeguarding are effective. The childminder has a good knowledge of the procedures to follow should she have any concerns about a child to protect their welfare. The childminder has devised very effective procedures to make sure that children have opportunities to engage in a variety of experiences that cover all areas of learning. She works well with parents so that they are well informed about the progress their children make.

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

The childminder encourages children's developing language and communication skills very effectively. For example, she talks to children as they play, asks questions and introduces new words to increase their vocabulary. The childminder incorporates mathematical skills into everyday activities. For example, she teaches children to count and to talk about size and shape. Children are engaged and fascinated as they enjoy the challenging activities and resources. Older children learn skills that help to prepare them for when they go to school, such as taking turns, listening to others and sharing ideas. The childminder encourages children's awareness of the similarities and differences between themselves and others well; for example, as they discuss the different children and their families.

### Personal development, behaviour and welfare are good

The childminder works well with parents to meet children's individual learning needs and care routines. She helps children to settle quickly and they enjoy their time with her. The childminder is a good role model who has a respectful, consistent and calm approach to managing children's behaviour. For example, she provides children with plenty of praise and encouragement, and rewards them for their efforts. The childminder contributes well towards children living healthy lifestyles. For example, she gives children healthy meals and encourages them to eat fruit for snacks.

### Outcomes for children are good

Children make good developmental progress and learn a range of skills for the next stages in their learning and move to school. They use number names in their play and learn to count accurately. Children are effective communicators and develop good early reading skills. They speak clearly, listen, enjoy stories and looking at books. Children interact together positively and develop good social skills. They behave well and learn to share their toys, take turns, and to consider the feelings of others. Children learn about what makes them unique and the differences between people in the wider world.

## Setting details

<b>Unique reference number</b>	153884
<b>Local authority</b>	Merton
<b>Inspection number</b>	1061544
<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>	3 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 January 2013
<b>Telephone number</b>	

The childminder registered in 2001. She lives in the London Borough of Merton. She cares for children Monday to Friday, from 7am to 6pm, for 46 weeks of the year; closing for the school summer holidays. The childminder has a childcare qualification at level 3.

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