

# Childminder Report

**Inspection date**

27 February 2017

Previous inspection date

19 August 2014

<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**

- Planning is based effectively on the childminder's ongoing observations and assessments of children's progress. She monitors children's improvement well, to highlight gaps in their development and to plan for the next steps in their learning.
- Children make good progress and engage well in their learning and development. The childminder supports children's play effectively and encourages their thoughts and ideas.
- The childminder has good arrangements to continually improve the quality of her service. For example, she accesses information online and attends childminding forums to extend her skills and knowledge.
- The childminder is proactive in developing young children's communication and language. For example, she questions children skilfully, listens to them while playing, and gives them clear explanations to improve their emerging language.

**It is not yet outstanding because:**

- At times, children are not easily able to make independent choices about what they want to play with due to the organisation of resources.
- The childminder does not extend partnerships with parents as fully as possible to encourage them to further support continuity in children's learning.

## What the setting needs to do to improve further

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

- revise the organisation of resources so that children can more easily make independent choices about their play
- improve partnership working with parents to provide a more consistent approach to children's learning and development.

### Inspection activities

- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled a range of documentation, including policies and procedures, and children's records.
- The inspector conducted a tour of the areas that the childminder uses for childminding purposes.
- The inspector viewed and took into account written feedback from parents.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of child protection procedures and is up to date with current legislation. She knows what to do and where to raise her concerns if worried about a child's welfare. The childminder completes risk assessments, which help her to maintain a safe environment. She has devised and implemented a detailed range of policies and procedures which keep parents informed of her role and responsibility. The childminder seeks the views of parents to help evaluate the provision. Parents' written comments demonstrate that they are very happy with the service that is provided. The childminder has increased her knowledge of two-year-old funding further to develop her practice and service.

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

The childminder provides activities and practical experiences that children find enjoyable and exciting. For example, children show good concentration as they play with dough, cutters and rolling pins to create marks and prints on dough. The childminder makes good use of children's individual interests to plan activities and opportunities that support them to be motivated to learn. Children make good progress in relation to their starting points. Children have good opportunities to learn about technology, for example, as they use programmable equipment. They learn how to turn devices on and off, and how to operate them using the different buttons. This helps to prepare children to develop appropriate skills for everyday situations in the future.

### Personal development, behaviour and welfare are good

Children are content and settled in the childminder's care. She understands their personal care needs and routines well and has effective settling-in procedures. Children have a strong sense of belonging and self-esteem, and the childminder supports this well. She encourages children to treat each other with kindness and respect. For instance, she works with them to devise house rules. This effectively supports children's understanding of expected behaviour within the setting. Children enjoy physical activities, for instance, regular opportunities to visit local parks and to play in the childminder's garden. Children use large fixed equipment and wheeled toys, which support them to develop good physical skills.

### Outcomes for children are good

Children make good progress. They learn a wide range of skills that prepare them for their next stage of development and move to nursery and school. Children are confident learners. They focus and persevere on activities and take pride in their achievements. Children enjoy practical experiences. For example, they have fun as they learn about farm animals and the sounds they make as they play with small toy animals.

## Setting details

<b>Unique reference number</b>	139804
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1070310
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	19 August 2014
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Wallington, located in the London Borough of Sutton. The childminder provides care for children from Monday to Friday, 8am to 6pm, for most of the year.

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