

Childminder Report

Inspection date

7 March 2017

Previous inspection date

9 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 establishes secure relationships with the children. They have a good sense of belonging and are keen to learn, steadily growing in self-confidence.
- The childminder understands how children develop and makes accurate assessments of their progress. She provides a wide range of interesting resources and activities to engage children in their learning. This contributes to the children making good progress based on their individual capabilities.
- Parents are encouraged to have an active role in their child's learning. The childminder effectively seeks parents' views on how she can further develop the quality of her setting. This helps to improve the outcomes for children.
- The childminder understands how to keep children safe. For example, she undertakes risk assessments of her home and outings, minimising hazards where necessary and practises evacuation drills with children.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to extend children's independence further and build on their understanding of managing tasks for themselves.
- The childminder does not successfully extend children's awareness of written words in their home languages to further support their sense of belonging.

What the setting needs to do to improve further

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

- build on ways to encourage children to further develop their independence in managing tasks for themselves
- explore further ways to support children's awareness of written words in their home languages.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder. She also spoke to her at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures.
- The inspector spent time looking at the childminder's systems of monitoring children's progress and their learning records.
- The inspector discussed the childminder's self-evaluation.

Inspector

Carlene Facey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow to protect the children from harm. She is aware of how to identify children being drawn into extreme views and behaviours. The childminder ensures other adults living on the premises are suitable and have the appropriate checks in place to support children's welfare. The childminder reflects on her practice effectively and looks at ways to help her to improve. For example, following research, she evaluated her equipment and explored further ways to teach children about natural resources. This has improved children's awareness of identifying and exploring a wider range of activities.

Quality of teaching, learning and assessment is good

The childminder communicates regularly with parents and keeps them well informed about their children's progress. For example, she shares her resources with parents to support children's current learning needs, which helps parents to further extend their children's learning at home. The childminder successfully tracks and monitors children's progress. This contributes to her effectively identifying their next stages of learning and planning engaging activities. The childminder demonstrates good teaching skills. For example, she builds on the children's mathematical skills by modelling counting of objects during song times. She also encourages them to identify colours as they participate in sensory play.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's welcoming environment. The childminder knows the children well and meets their individual needs effectively. She develops children's social skills and awareness of the wider community. For example, they make regular visits to the local children's centre where the children play with other children. The childminder promotes children's understanding healthy lifestyles. For example, she offers children healthy meals and snacks. Children also take part in regular physical outdoor exercise, such as learning ball skills and manoeuvring cars skilfully around the garden.

Outcomes for children are good

Children are well prepared for their next stage in learning. They show confidence in participating with activities that support their learning and development effectively. For example, the children are encouraged to recognise colours and learn to count. Children learn about technology and how things work. For instance, they have access to resources that have a cause and effect. Children develop a secure understanding of different textures. For example, they explore sand and playdough, making patterns in the dough with pasta shells.

Setting details

Unique reference number	EY458210
Local authority	Merton
Inspection number	1063290
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of registered person	
Date of previous inspection	9 September 2013
Telephone number	

The childminder registered in February 2013. She lives in the London Borough of Merton. The childminder offers care Monday to Friday from 7.30am to 5.30pm.

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