

# Childminder Report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 31 May 2017    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 and her assistants provide children with a bright, stimulating play environment, where everything is accessible, which helps their growing independence.
- Children are eager to take part in many different activities, such as learning about the circus and the planets, which stimulates their curiosity to learn more. Children make good progress.
- Children's good health and physical well-being are supported effectively. For example, the childminder provides enjoyable activities that teach children about keeping teeth healthy.
- The childminder organises her setting well. She uses an impressive range of methods to involve parents in their children's learning and share information with them. This helps to support continuity in children's learning at home and at the setting.
- The childminder is a good role model and fosters children's good behaviour. She encourages them to think about others and play together with their friends.

### It is not yet outstanding because:

- The childminder and her assistants do not fully explore how they support babies and toddlers to start feeding themselves, as part of their development.
- Occasionally, the childminder and her assistants overlook opportunities to further extend and challenge children's understanding and thinking during activities and discussions.

## What the setting needs to do to improve further

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

- provide greater encouragement and support for babies and toddlers to start feeding themselves, as part of their ongoing development and early coordination
- challenge children's thinking skills and engage them more in questioning their understanding.

### Inspection activities

- The inspector talked to the childminder and her assistants at appropriate times during the inspection and carried out a joint observation of a learning activity.
- The inspector reviewed relevant documentation, including the children's learning journals and a sample of policies and procedures.
- The inspector checked the evidence of the childminder's qualifications and discussed how she gives support to her assistants.
- The inspector discussed the childminder's self-evaluation and her ambitions for her provision.
- The inspector took account of the written views of parents from their children's records and questionnaires.

### Inspector

Gillian Cubitt

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is professional and ambitious for children to achieve well. She has rigorous systems to ensure children are safe. For example, she carries out regular risk assessment checks of her home and when they go on outings. Safeguarding is effective. The childminder and her assistants have a good understanding of child protection matters and know the correct procedures to follow if they have concerns about a child's welfare. She supports her assistants well in their practice and development. The childminder makes effective use of self-evaluation to continuously improve. Since registration, she completed additional training and made constant changes to the home in her drive to create an exciting, stimulating place that enhances children's learning.

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

The childminder uses her observations and assessments of children's achievements, and reviews their progress to plan activities that follow their interests and extend their learning. For example, older children enjoy learning the names of the planets and the childminder teaches them the different sizes. Children use paints and create collages of astronauts to underpin their learning. Babies and toddlers have opportunities to develop their sensory awareness. For example, making sounds on instruments and feeling textures, such as coloured cold spaghetti. Older children count money during role-play shopping to allow them to pay for their goods at the till. This helps develop their mathematical skills.

### Personal development, behaviour and welfare are good

Children relate to the childminder and her assistants with affection. The childminder carefully follows children's home care routines. This helps her meet children's individual needs when they start and as they get older. Children learn what foods keep them healthy, and they benefit from active play, as well as having a quiet room for resting. The childminder teaches children good safety awareness. For example, children cross the play zebra crossing in the garden, and they follow safe practices when going on outings, such as using the 'walking rope'. Children are introduced to different cultures and customs. For example, they try to use chopsticks during Chinese New Year celebrations.

### Outcomes for children are good

Children show enthusiasm to learn about their world. Older children count and recognise numbers to support their learning of early mathematics. Babies settle well and all children are happy and show they feel safe. Children develop good healthcare and social skills. For example, they enjoy singing together, and taking turns to select song choices. Overall, all children become independent and acquire confidence in what they do, which supports their preparation for the next stage in their learning, such as starting school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY487993  |
| <b>Local authority</b>             | Sutton  |
| <b>Inspection number</b>           | 1013804   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 1 - 6   |
| <b>Total number of places</b>      | 9   |
| <b>Number of children on roll</b>  | 19  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable                                      |
| <b>Telephone number</b>            |   |

The childminder registered in 2015. She lives in Beddington, in the London Borough of Sutton. She works with two assistants and works throughout the year, apart from bank holidays, from 7.30am to 6.30pm.

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