

Childminder Report

Inspection date

25 October 2017

Previous inspection date

30 July 2014

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 continues to develop her practice well through evaluating her provision and seeking parents' feedback. For example, she now gains more information on children's starting points. This enables her to plan more effectively for children's individual care and learning as soon as they start and help them to settle in.
- All children make good progress, including those who have special educational needs and/or disabilities. The childminder uses her observations effectively to identify children's next stages of learning and plan challenging activities.
- The childminder monitors children's overall progress successfully. She quickly notices and addresses any gaps in children's learning and development. The childminder works well with parents and outside agencies to ensure children receive any additional support to help them catch up.
- Children learn to manage their behaviour well and share through strong support from the childminder. For example, she used a sand timer to help young children to understand when they would have a turn with a teddy, which prevented an argument.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to support children's understanding of the world and their problem-solving skills. For example, she distracted them to another activity just as they were starting to investigate and find out how to get cooked spaghetti down a tube or through a sieve.
- The childminder does not consistently give older children enough time to think and respond to her questions before she answers for them.

What the setting needs to do to improve further

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

- help children to explore and experiment with resources fully to enable them to solve problems and support their understanding of the world further
- give older children enough time to consider and respond to questions.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector talked with the childminder at convenient times and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector took account of the childminder's self-evaluation and her parents' survey.
- The inspector sampled documentation, including policies and procedures, children's development records and information for parents.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps herself up to date with current legislation and knows what to do if children are at risk of harm. She has good procedures to keep children safe and checks her premises daily to minimise risks. Through training, the childminder has developed her understanding of young children's specific patterns of learning. This helps her to plan more effectively for their development using their interests to engage and motivate them. The childminder values parents' ideas and observations on their children. They share good information to support children's learning at home and at her setting.

Quality of teaching, learning and assessment is good

The childminder knows the children well and plans activities that motivate their learning and challenge older children. For instance, they explored spaghetti together and older children used a ruler to measure their lengths and work out which was the longest and shortest. The childminder plans enjoyable activities using children's interests, such as seeing that water goes down a pipe quicker than slime and what floats or sinks. The childminder helps young children to listen to noises in the environment and predict what they might be. She encourages their language skills well. For instance, young children join in with songs and actions, and she explains the meaning of new words to older children. The childminder demonstrates how to use equipment, such as a dough press, and children persevere with managing for themselves.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's home. She meets their physical and emotional needs well, recognising signs of hunger, tiredness or needing their nappy changed. Children learn the importance of a healthy lifestyle and have good opportunities to be active. The childminder helps children to gain confidence in managing their self-care. For example, they remove their shoes and hang up their coats after being outside. The childminder plans her environment well, inside and outside, so children can choose where they prefer to learn. She ensures all children are included and that they develop a positive awareness of other people's differences and learn to value each other. The childminder provides the right level of support for children who have special educational needs to progress and feel proud of their achievements. The childminder has high expectations of the children and is a strong role model. For example, children know to say 'excuse me' if someone is in their way.

Outcomes for children are good

Children develop good skills that prepare them well for their next stage of learning and school. They have good relationships and young children copy the older ones, such as independently taking the step to the sink and washing their hands. Children have good mathematical skills. For example, young children name shapes and older children use weighing scales to measure. Children enjoy practising their early writing skills and older children recognise letters in their name. Children enjoy storybooks and older children use them to extend their knowledge.

Setting details

Unique reference number	EY472084
Local authority	Merton
Inspection number	1071692
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	30 July 2014
Telephone number	

The childminder registered in 2014 and lives in New Malden, Surrey. She provides care from Monday to Friday for 48 weeks a year, including after school. The childminder holds a teaching assistant qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

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