

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 17 November 2017 |
| Previous inspection date | 6 March 2015     |

| <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 is a calm, gentle role model. Children behave well and have good manners. They learn to value their own and others' contributions, and gain a positive awareness of people's differences.
- The childminder recognises the importance of continuing to develop her knowledge and skills. For example, through training, she has extended her understanding of how to interact well with children to help them make links in their learning.
- All children make good progress. The childminder makes good observations and assessments of children's development and uses these effectively to plan challenging activities to support their next stages of learning.
- Children explore a wide range of resources indoors. They initiate their learning and lead their play. For example, young children are eager to use markers on a board. They practise their early writing skills and start to form the letters of their names.

### It is not yet outstanding because:

- The childminder does not consistently extend opportunities for children to enjoy exploring and investigating outdoors.
- The childminder does not make the best use of opportunities to help children develop their understanding of healthy eating to enable them to make informed choices about their food and drink.

## What the setting needs to do to improve further

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

- provide children with further opportunities to enjoy exploring freely outdoors
- provide children with more opportunities to understand the importance of healthy eating and help them to make informed decisions about their food and drink choices.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector took into account the childminder's self-evaluation and parent questionnaires.
- The inspector sampled documentation, including policies and procedures, and children's development records.
- The inspector checked safeguarding information, the childminder's risk assessments, the safety of the premises, and procedures for accidents and medication.
- The inspector spoke with the childminder at convenient times and observed interactions, teaching and learning as part of jointly evaluating activities with her.

### Inspector

Carlene Facey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of all aspects of how to keep children safe. She knows what to do if she is concerned about a child's welfare, or if they are at risk of harm. Self-evaluation is completed regularly to assess the effectiveness of the provision and practice. The childminder seeks parental feedback regularly to help her reflect upon and improve the service she provides to children and their families. The childminder shares good information with parents to enable them to work together consistently to support their children's care and learning at home. This includes increasing children's self-care abilities, such as toilet training, and developing their growing literacy skills.

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

The childminder successfully monitors children's overall development. For example, she accurately identifies where she can provide additional support for children to achieve their next steps in learning. The childminder provides good support to help children develop their language skills. For example, she engages them in discussions, asks questions as she reads to them and engages them in singing. She joins in with children's games and helps them to extend their ideas and imaginations effectively. The childminder supports children well to develop their mathematical skills. Older children begin to understand and talk about size, weight and quantity as they learn new key words during play. For instance, they count straws, identify colours and describe textures. The childminder demonstrates how to use equipment and gives children enough time to practise for themselves.

### Personal development, behaviour and welfare are good

Children are happy and settled. The childminder provides children with support and reassurance to build close and loving relationships with her. She seeks information about children's interests to help her plan her environment and activities so that they settle quickly and are motivated to learn. The childminder meets children's needs well and works closely with parents to promote children's well-being. For example, she helps young children to become confident during potty training. The childminder uses good strategies to consistently promote good behaviour.

### Outcomes for children are good

All children make good progress in their learning. They develop good skills, a positive attitude to learning and are prepared well for their next stage of development and for school. Children are inquisitive learners. They enjoy investigating to find out what they can do with resources and gain new skills. Children have good self-care skills and are eager to take care of their personal needs independently.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY331047  |
| <b>Local authority</b>             | Merton  |
| <b>Inspection number</b>           | 1092647   |
| <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>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 6 March 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2006. She lives in Morden, in the London Borough of Merton. The provision operates all year round, on Monday to Friday from 7am to 6pm, with the exception of family holidays.

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