

Childminder Report

Inspection date	5 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 is caring and kind. She provides a welcoming environment for children.
- The childminder regularly reflects on her practice to help her identify strengths and areas for improvement. She seeks the views of parents, children and other early years professionals to help her make changes in her setting that benefit children.
- The childminder has a good understanding of how children learn. She regularly observes children and plans activities that focus on their abilities and interests. This helps children to gain necessary skills for future learning at nursery or school.
- Children are active and enjoy exploration. All children, including those who learn English as additional language, make good progress from their starting points.
- Children are happy, settled and develop strong bonds with the childminder. They learn to cooperate with one another and behave well.
- The childminder teaches children about healthy lifestyles, providing opportunities for them to be active and eat healthily.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about children's progress at home, to provide greater consistency in their learning and to help children make more-rapid progress.
- The childminder does not always help children who learn English as additional language to see and hear their home language during play, to further enhance their communication and language skills.

What the setting needs to do to improve further

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

- enhance information sharing with parents about children's learning and achievements from home, and use this to complement teaching and activities
- provide more opportunities for children to hear and see their home languages during everyday activities, to build on their communication and language skills.

Inspection activities

- The inspector had a tour of the areas of the childminder's home used for childminding.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector took account of the views of parents spoken to and provided in writing on the day of the inspection.
- The inspector checked evidence of the suitability of the childminder and the household members, a selection of children's records and policies, and discussed her self-evaluation process.

Inspector

Katarina Hustava

Inspection findings

Effectiveness of the leadership and management is good

The qualified and experienced childminder has a good knowledge and understanding of children's development. She monitors children's progress well to identify and address any gaps in their learning. The childminder knows where to seek advice when she has concerns about a child's development. She effectively communicates with staff from other settings that children attend, to promote continuity in children's learning. The childminder focuses well on her continual professional development, including through research, effective partnerships with other childminders and training. For example, recent training helped her develop a better understanding of young children's behavioural psychology and strategies to use in practice. Safeguarding is effective. The childminder is confident with how to recognise the signs and symptoms of abuse and how to protect children from extremism. She knows how to keep children safe and is clear about reporting procedures should she have concerns about a child, to keep them safe.

Quality of teaching, learning and assessment is good

The childminder makes regular assessments of children's learning and plans for their next steps effectively. She engages with children in their play and demonstrates how different toys and equipment work. Children eagerly press the buttons on interactive toys and start moving to the rhythm when the music starts. The childminder interacts with children during the reading of their favourite books to support their early literacy skills. She encourages children to enhance their hand-to-eye coordination skills. For example, she praises children for 'having a go' at placing 'eyes' on a 'dog' on a creative picture board. The childminder teaches young children the noises that the animals make and encourages them to repeat them. She uses mathematical language well during activities.

Personal development, behaviour and welfare are good

The childminder provides a safe and secure environment for children. She makes regular risk assessments of her home and outings. The childminder takes children for visits in the local community and children learn about diversity between them and the wider world. The childminder teaches children to follow the house rules and be nice to each other. For example, she encourages children to use 'kind hands' as they share the toys and resources. The childminder communicates with parents about their children's care needs to ensure that she meets individual children's needs well. The childminder provides a wide range of opportunities for children to explore outdoors, to help them stay active and enhance their physical skills.

Outcomes for children are good

Children learn a variety of skills that helps them prepare for their next stage of learning and development. They learn to be independent and readily manage some simple tasks themselves. Children learn about the world and where their friends come from. For example, they look at a world map with the childminder and point to different countries. Children are imaginative and engage in play well with one another. For instance, they pretend to make the cups of tea for their friends. Children behave well.

Setting details

Unique reference number	EY495183
Local authority	Merton
Inspection number	1036401
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016. She lives in the London Borough of Merton. The childminder operates her service on Monday to Thursday from 7.30am to 5.30pm, and on Friday from 8am to 1pm, during term time only. The childminder holds a postgraduate qualification in primary education.

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