

# Childminder Report

**Inspection date**

6 March 2018

Previous inspection date

22 July 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 has made significant improvements since the last inspection. She reflects well on the quality of her provision and takes into account the views of parents. She is aware of her strengths and areas for development. This helps her to focus on what she needs to do to work towards continuous improvement and to maintain high-quality care and learning experiences for children.
- The childminder monitors children's progress effectively. She knows where children are in their learning and takes this into account when planning for their next steps. Children make good progress from their individual starting points. ?
- Children's emotional well-being well is supported and the childminder is responsive to their needs. The childminder is caring towards the children. Children are settled and happy in the friendly, welcoming play and learning environment she provides.
- The childminder builds trusting relationships with parents. She keeps them fully informed about their child's day and encourages them to continue to share what they know about their child. ??

### It is not yet outstanding because:

- The childminder does not always recognise opportunities to extend children's learning even further during adult-led activities.
- Occasionally, the childminder misses opportunities to extend children's literacy skills.

## What the setting needs to do to improve further

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

- recognise when to extend children's learning even further as they engage in adult-led activities ?
- continue to improve the opportunities for children to develop their literacy skills.

### Inspection activities

- The inspector observed children at play in the playrooms, the kitchen/dining area and the outdoor area.
- The inspector viewed documentation during the inspection, such as the childminder's policies and procedures, and children's attendance registers.
- The childminder gave the inspector a tour of her home, indoors and outdoors
- The inspector completed a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder, her assistants and children as they engaged together in activities.

### Inspector

Carlene Facey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works with assistants and the ratios are well maintained. Safeguarding is effective. The childminder has systems to ensure everyone clearly understands their duty to protect children, ensuring children are always well supervised and cared for. The childminder has effective systems in place to monitor her assistant's performance. She carries out regular meetings with them to help support their professional development and offers them opportunities for training. The childminder maintains a record of children's attendance so that it is clear who is present on the day. The childminder effectively reviews the quality of her provision. Since the last inspection, there have been significant improvements and previous actions have been addressed.

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

The childminder gathers information from parents about what interests their children and what they can do. The childminder carries out regular observations and assessments, and uses this information to plan for children's next steps in their learning. The childminder takes care to ensure that children are able to lead their own play. For example, she has made a book showing the range of resources available so that children can choose items that are stored out of sight. The childminder provides age-appropriate equipment to develop their physical coordination. For example, she encourages young children to cut their own fruits during snack time. In addition, they are encouraged to use scissors safely during creative activities.

### Personal development, behaviour and welfare are good

Children are happy and settled. They are offered a nurturing environment in which they flourish and excitedly explore. Children have strong relationships with adults and demonstrate they are secure. The childminder and her assistants are consistent when managing children's behaviour. They give children positive messages about their expectations and support children to develop good social skills. Children are independent and learn to use equipment skillfully for their age. For example, they very carefully and sensibly help to prepare snacks using knives.

### Outcomes for children are good

Children are well prepared for their next stage of learning, including school. The younger children show curiosity as they move around and explore the environment independently. Older children express themselves clearly and confidently, and are skilled communicators.

## Setting details

<b>Unique reference number</b>	EY389210
<b>Local authority</b>	Sutton
<b>Inspection number</b>	1125903
<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>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 July 2015
<b>Telephone number</b>	

The childminder registered in 2009. She lives in the London Borough of Sutton. The childminder operates Monday to Friday, all year round. She provides the 15 hour entitlement and receives government funding for three- and four-year-olds in her care. She works with two assistants at any one time.

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