

# Childminder report

<b>Inspection date</b>	27 September 2018
Previous inspection date	21 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 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

### The provision is good

- Children develop strong relationships with the childminder and each other, learning how to share and take turns.
- The childminder provides a welcoming, well-resourced environment where children feel safe.
- The childminder plans play-based activities around children's interests to enhance learning outcomes.
- The childminder ensures children have a positive settling-in experience and children are happy.
- Children are confident and independently make choices in their play.

### It is not yet outstanding because:

- Although the childminder uses simple sentences when communicating with toddlers, she does not consistently remember to repeat simple words to help them develop their vocabulary more easily.
- The childminder reflects on her practice and identifies ways to improve, but she does not fully involve parents in the self-evaluation process.

## What the setting needs to do to improve further

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

- develop more knowledge and understanding of the development of very early language of babies and toddlers
- develop a process for involving parents in identifying ways to improve the provision further.

### Inspection activities

- The inspector had a tour of the premises used by children.
- The inspector held discussions with the childminder.
- The inspector observed the childminder's interaction with the children.
- The inspector spoke to parents who have children at the setting.
- The inspector sampled a range of documentation.

### Inspector

Susan Damianopoulos

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good awareness and understanding of identifying signs a child may be at risk from harm. She knows where and how to report her concerns. The childminder evaluates her practice regularly and identifies areas she wants to develop. She keeps up to date with statutory training and uses webinars online to research and develop her knowledge and understanding of early years. The childminder has a strong network with other childminders to share information and ideas. She also has links with local nursery schools to aid the transition process when necessary. The childminder provides a safe environment for the children in her care. She manages and leads her setting effectively with good partnerships with parents. Parents are aware of their children's progress, next steps in development and how they can help at home.

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

The childminder plans learning opportunities to engage, extend understanding and develop children's skills. Children learn to count everyday objects, explore different shapes in the environment and compare real objects by size, such as big and small carrots. They use equipment to stimulate interest to recall personal experiences; for example, using small-world farm animals to encourage children to talk about their visit to a farm. Children have opportunities to develop their fine motor skills through feeding themselves, making marks on a chalk board and building with blocks. They explore resources using their senses. For example, children use sensory bottles to describe what they see and use a musical wall to hear a variety of sounds. The childminder gathers information from new parents to identify children's starting points and shares progress at regular intervals. The childminder uses observations to assess children's progress accurately and plan for the next steps in their development.

### Personal development, behaviour and welfare are good

The childminder is caring and responsive to children's needs. She acts as a good role model, encouraging children to be kind to each other and to use words such as 'please' and 'thank you'. The childminder promotes the importance of outdoor physical activity by regular activities in her garden and using the local parks and playgrounds. For example, children use steps to climb, balls to throw and stepping stones to jump from one to the other. The children also explore their natural environment by going on nature walks and collecting objects of interest. The childminder promotes the importance of healthy eating choices and encourages children to try new food. The children enjoy looking after the chickens, collecting their eggs every morning and using these to make omelettes.

### Outcomes for children are good

Children are working within the expected age-related outcomes. Children learn how to share, take turns to listen and show kindness to each other using their words and actions. They show an interest in a variety of books and independently make choices about food and play activities. Children are confident and show independence when getting dressed. Children learn essential skills that prepare them for the next stage in their development.

## Setting details

<b>Unique reference number</b>	EY363558
<b>Local authority</b>	Merton
<b>Inspection number</b>	10060822
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 1
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	21 July 2015

The childminder registered in 2007. She lives in Wimbledon Park, in the London Borough of Merton. She provides care all day Monday to Thursday, throughout the year.

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