

Childminder report

Inspection date	5 November 2018
Previous inspection date	7 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder identifies any gaps in children's learning well and implements a plan to support children's ongoing development effectively.
- The childminder prepares children well for school in a number of ways. For example, she begins to sound out words for letter recognition.
- The childminder supports children to understand the importance of a healthy diet well. For instance, she explains how some sugary foods are not good for your teeth.
- Children have good relationships with the childminder. The childminder is sensitive to their individual needs and meets these well, and uses praise to build on their developing self-esteem and confidence. She supports their emotional and physical well-being effectively.
- The childminder teaches children to be aware of risk and their own personal safety. For example, she talks about the dangers of fireworks and how to keep safe, and teaches children how to treat simple injuries.
- The childminder has a variety of interesting resources, such as a board with latches and locks to help children understand how some things work for a purpose.

It is not yet outstanding because:

- The childminder shares information with parents but does not consistently give them ideas to help them extend their child's learning at home.
- The childminder does not provide consistent opportunities for children who prefer to play and learn outdoors to learn to recognise common words in print.

What the setting needs to do to improve further

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

- strengthen the good partnerships with parents to help them extend their children's learning at home for consistency in learning
- enhance opportunities for children who prefer to play and learn outdoors to explore and recognise common words in print.

Inspection activities

- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspector spoke with the childminder at convenient times during the inspection.
- The inspector observed the childminder interacting with the children.
- The inspector took into account the written views of parents.
- The inspector viewed the premises used for childminding purposes.

Inspector
Susan Allen

Inspection findings

Effectiveness of leadership and management is good

The childminder is aware of what to look for if she has a concern about a child's welfare. Safeguarding is effective. The childminder reflects regularly on her practice and evaluates her setting well. She reviews activities with children and parents, and seeks their opinion on how she can improve. For example, after talking to the children, she rearranged the environment so that they had more floor space to play. The childminder has conducted her own research to build on her professional knowledge. For example, she has improved her practice to support boys' learning. She now provides different learning resources, such as sand to introduce early writing. Since the last inspection, the childminder has enhanced the way she works with other early years settings that children attend.

Quality of teaching, learning and assessment is good

The childminder supports children to explore differences and extends their understanding of the world effectively. For example, children draw colourful rangoli designs when learning about Diwali. The childminder extends children's vocabulary well. For example, during a discussion, children learn how to make a unanimous decision. The childminder adapts activities and provides effective support so that all children can join in. For example, younger children enjoyed making rockets while the childminder encouraged older children to write their names. Children learn to problem solve themselves, for example, children learn how to make a den by putting a blanket over their heads and use torches to explore the shadows. Children explore music and dance well. They listen to classical music and begin to identify different sounds, such as a trumpet or piano.

Personal development, behaviour and welfare are good

The childminder has a calm approach and is a good role model. She helps children learn how to value one another and to treat each other with respect. Children behave well, learning to share and take turns. They quickly learn simple good practices that help keep them healthy. For example, they know they need to wash their hands before lunch and know that germs may be unseen on their hands. Children enjoy choosing healthy foods, such as houmous and cucumber. They learn that food gives them energy to play and that it helps to keep the brain healthy and the heart beating. Children are happy and confident, and play well together. For example, older children offer toys to younger children and help them during their play.

Outcomes for children are good

All children make good progress based on their starting points. Children learn a variety of useful skills that prepares them effectively for their next stage of learning and for school. For example, children begin to perform small tasks independently, such as tidying away toys and putting their own shoes on. Children enjoy a range of visits and experiences, and develop good physical and social skills. For example, they visit parks, the library and play centres. Children learn about the importance of technology effectively, such as when using toys with buttons.

Setting details

Unique reference number	137948
Local authority	Sutton
Inspection number	10066323
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 July 2016

The childminder registered in 1996. She lives in Worcester Park, in the London Borough of Sutton. The childminder operates Monday to Thursday from 7.30am to 6pm, all year. She receives funding for the provision of free early education for children aged three years. The childminder has an early years qualification at level 6.

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