

# Childminder report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 7 November 2018  |
| Previous inspection date | 10 February 2016 |

| <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 have a good relationship with the childminder. They are confident, hold her hand and seek reassurance from her when needed. She supports their emotional development well.
- There is a wide range of resources. For example, children play with a remote-controlled car and use a driving wheel to control it. They have a good understanding of technology and learn how things work.
- The childminder adapts activities for children of differing abilities well. For example, while reading a story, she asks questions of the older children and points to pictures for the younger children. She uses tone and funny voices to keep children engaged for long periods.
- The childminder has good partnerships with other early years professionals, helping to provide consistency in children's care, learning and development. For example, they work well together on practical ways to improve children's colour recognition, such as collecting brown conkers.

### It is not yet outstanding because:

- The childminder does not consistently monitor children's development as precisely as possible to enable her to plan more accurately for their next steps in their learning.
- The childminder does not always make the best use of professional development opportunities to enhance her knowledge and practice further.

## What the setting needs to do to improve further

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

- develop further the monitoring of children's progress to provide an even sharper focus on identifying what steps they need to take next in their learning.
- strengthen ways to enhance further professional development and practice.

### Inspection activities

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

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has good partnerships with parents. She works well with them to share activities that help to extend children's learning. For example, they work together and share strategies when teaching children to use the toilet. Safeguarding is effective. The childminder knows what to do and who to contact if she has a concern about a child's welfare. The childminder reflects regularly on her practice and evaluates her setting well. She reviews activities with children and parents, and seeks their opinions on how she can improve. She follows children's interests well and they are motivated to learn. Since the last inspection, the childminder has increased opportunities for children to extend their understanding of people in the wider community.

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

The childminder knows the children well. She plans enjoyable activities to extend their learning. For example, she uses toy dinosaurs to teach the children simple addition and subtraction and size comparison. Children learn to estimate when making firework rockets and excitedly experiment with which one flies the furthest or highest. Children learn mathematical language effectively. The childminder extends children's vocabulary well. For example, children learn words, such as 'slippery' and 'rough', and different dinosaur names, such as 'stegosaurus' and 'saltasaurus'. They learn how goggles help you to see underwater and how some dinosaurs had flippers.

### Personal development, behaviour and welfare are good

Children learn about risk and safety well and the dangers of not sitting on a chair properly. They learn to tidy up and know that discarded toys may be a trip hazard. Children are kind and caring to each other and are beginning to be aware of the needs of other. For example, children praise each other's art creations. Children learn to be independent well. For instance, they learn to dress and put their shoes on. The childminder promotes healthy living effectively. She teaches children good hygiene routines. For example, young children know to wash their hands after going to the toilet or using the potty.

### Outcomes for children are good

Children learn to share well and take turns. They have good manners and play well together. Children learn a variety of useful skills that prepares them effectively for their next stage of learning and for school. Children 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. Children make good progress from their starting points.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 139527  |
| <b>Local authority</b>             | Sutton  |
| <b>Inspection number</b>           | 10066324  |
| <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>       | 0 - 9   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 10  |
| <b>Date of previous inspection</b> | 10 February 2016  |

The childminder registered in 2001 and lives in Carshalton, in the London Borough of Sutton. She operates all year round from 7.30am to 6pm, Monday to Thursday. She has a recognised childcare qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

