

# Childminder report

<b>Inspection date</b>	20 November 2018
Previous inspection date	4 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 relate very positively to the friendly, welcoming childminder. She gets to know each child well as an individual and helps them feel emotionally secure in her care.
- The childminder actively continues to seek ways to improve her practice further. For example, she attends network meetings with other childcare providers, which helps her to gain more ideas for activities to support children's learning through play.
- The childminder provides a wide variety of activities to engage children's interests and learning. Children make good progress and enjoy their play.
- Children behave well. The childminder keeps consistent boundaries and helps children learn to respect and be kind to others.
- The childminder helps children develop positive attitudes to exercise. She provides regular opportunities for children to play outdoors and use up their energy while having fun.

### It is not yet outstanding because:

- Although the childminder provides a broad range of toys, she does not monitor children's use and access of all play resources as well as possible, to support children's independent choices and learning further.
- At times, the childminder misses opportunities to extend children's language skills further, to encourage children to form more two- and three-word sentences.

## What the setting needs to do to improve further

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

- strengthen systems to monitor children's use of toys and resources to enable them to make independent choices, to support their learning more consistently in all areas
- make more use of opportunities to extend children's developing language skills.

### Inspection activities

- The inspector observed children's interactions in play indoors and discussed their learning and development.
- The inspector viewed documentation, such as operational policies, procedures and required records, including first-aid and qualification certificates.
- The inspector took into account the written views of parents.
- The inspector undertook a joint observation of an activity with the childminder.
- The inspector had discussions with the childminder, including about self-evaluation and how this helps her make improvements.

**Inspector**  
Mary Daniel

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to protect children's welfare. She forms clear operational policies and knows the procedures to follow should a concern about a child arise. The childminder works well with her co-childminder to reflect on their practice and she seeks the views of parents and children to help her make improvements. She continues to develop her understanding of children's development, and training has raised her awareness of ways to encourage the learning of children with special educational needs and/or disabilities (SEND) more effectively and support inclusion well. For example, she has obtained more resources, such as flashing light and interactive toys, to encourage children's concentration and learning through their sensory play. The childminder forms positive relationships with parents. She liaises with them and other settings children attend to help her monitor children's progress and provide continuity for their care and learning needs.

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

The childminder actively encourages children's enjoyment of books. For example, young children show interest looking at the pictures of a favourite story. Babies reach out to feel the different textures in a sensory picture book, such as the 'furry mane' of a lion. The childminder supports children's imaginations and understanding of space and shape well. For instance, children like playing with the small world figures and fit them carefully into the toy boats, houses and cars they use in their games. The childminder helps children to enjoy counting and learn about simple technology effectively. For example, children like playing with an interactive toy rocket, and smile with delight as the childminder counts, 'Five, four, three, two, one and blast off.' Children explore toys with interest and press buttons to activate lights and sounds, such as on toy vehicles.

### Personal development, behaviour and welfare are good

The childminder actively encourages children's physical development and good health. For example, babies gain the confidence to start to pull themselves up to standing. They kick their legs and wave their arms excitedly when hearing a favourite tune. Older children enjoy walks with the childminder, such as to local parks where they stretch, climb and balance using the different play equipment. The childminder helps children well to understand how to keep safe. For instance, she explains why it is dangerous to climb on chairs and encourages children to sit safely. The childminder gets to know children's routines well, such as recognising when babies are tired or how toddlers like to be tucked in for a sleep. Babies go readily to have a cuddle with her and settle happily in her arms.

### Outcomes for children are good

Children gain the necessary skills to support them with their move to school. They interact positively with their friends and are keen to help others. For example, older children help the childminder carry a box of toys when tidying up. Younger children learn to share and take turns and like going to collect their older friends from nursery. Children gain a positive enjoyment of books and stories. They look at the pictures of a favourite story with interest and willingly go to find related objects, such as a toy car or a boat.

## Setting details

<b>Unique reference number</b>	137883
<b>Local authority</b>	Merton
<b>Inspection number</b>	10072402
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	4 February 2016

The childminder registered in October 1996. She works with her mother, who is also a registered childminder, at her mother's home in Raynes Park, in the London Borough of Merton. The childminder offers care from Monday to Thursday, from 7.30am to 6pm all year round. The childminder holds an early years childcare qualification at level 5.

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)

