

# Childminder report

<b>Inspection date</b>	28 November 2018
Previous inspection date	9 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### **This provision is good**

- The childminder monitors children's progress effectively, identifies any gaps in their learning and puts plans in place to help ensure all children make good progress.
- Children have excellent relationships with the childminder. She cuddles and hugs them. She praises children and builds on their developing self-esteem exceptionally well. Children are very happy in the safe and welcoming environment.
- The childminder supports children's communication and language skills well. For example, children recall a past visit to a pet shop.
- Children are prepared well for school. The childminder supports them in developing problem-solving skills. For example, children persist and work out how to use mark-making rubbing plates.
- The childminder knows each child very well and adapts her practice to suit their individual needs. For example, during story time, she engages younger children by using gestures and noises, and extends vocabulary by adding words for older children.
- The childminder seeks the views of parents and children regularly to help her improve the setting and evaluate the activities effectively.
- The childminder does not consistently provide opportunities for children to build on their interests in imaginative play and extend their learning experiences further.

## What the setting needs to do to improve further

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

- enhance opportunities for children to engage in imaginative play and build on their interests and extend their play experiences.

### Inspection activities

- The inspector viewed the premises.
- The inspector observed the childminder interacting with the children.
- The inspector sampled documentation, including planning, children's development records, policies and procedures.
- The inspection spoke with the childminder and children at convenient times during the inspection.

**Inspector**  
Susan Allen

## Inspection findings

### Effectiveness of leadership and management is good

The childminder knows what to do and who to contact if she has a concern about children's welfare. Safeguarding is effective. The childminder has a good relationship with parents and schools that children attend and shares children's information well. For example, the childminder helps support the children to learn songs and nursery rhymes to provide continuity in learning. The childminder reflects on her professional development well to help her identify strengths and any areas for improvement. For instance, after attending training, she is better able to support babies in their sensory learning. Since the last inspection, the childminder has strengthened opportunities to use effective questioning techniques to extend children's learning.

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

The childminder supports children's understanding of mathematics well. She encourages younger children to count and name different shapes and colours. Older children learn mathematical language, such as 'altogether' and begin to recognise some fractions, such as a half. The childminder extends children's learning well. For example, during a discussion about dinosaurs, children learn what extinct means. They have lots of opportunities to learn about the natural world. Children collect natural materials during nature walks, learn how to pick blackberries and know to be careful of the prickles. Children learn the different noises animals make, such as a guinea pig squeak. They learn that a chameleon and iguana are lizards and that a buffalo from America is called a bison.

### Personal development, behaviour and welfare are outstanding

The childminder teaches children about safety exceptionally well. For example, children know to sit properly on a chair and know wet leaves may be slippery. The childminder supports children's understanding of healthy eating extremely well. For instance, children eat homemade soup, olives, cheese and yoghurt. She supports children's understanding of different diets well. For example, children know that a vegan eats only plant-based food. The childminder is an exemplary good role model and children's conduct is excellent. The childminder challenges children's stereotypical views extremely well. For instance, she explains how girls as well as boys might be tall and men and ladies can both be short. Children are extremely kind and considerate to each other. For example, an older child sings a favourite rhyme to a younger child who is sleepy.

### Outcomes for children are good

Children have lots of opportunities to extend their physical and social skills. For example, they visit the library, go on walks, visit the park and other groups and play in the very well-resourced garden. Children learn to be aware of their own needs and the needs of others. They learn to share, take turns and play together successfully. All children make good progress from their starting points. Children learn skills that will help them with their future learning and school. For example, they learn how to be independent and dress themselves to put their shoes on and go to the toilet unaided.

## Setting details

<b>Unique reference number</b>	138157
<b>Local authority</b>	Merton
<b>Inspection number</b>	10072414
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	9 February 2016

The childminder registered in 1991 and lives in New Malden, Surrey. She operates for most of the year from 8am to 6pm, Tuesday to Thursday. She provides funded early education to three-year-old children.

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