

# Childminder report

<b>Inspection date</b>	10 January 2019
Previous inspection date	1 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

### This provision is good

- The childminder recognises the benefits of self-evaluation. She considers the views of parents, children and her assistants when reflecting on her practice. She has addressed the previous recommendation. Children achieve good outcomes.
- Partnerships with parents are well established. Parents give positive feedback about the good quality care, support, and learning opportunities the childminder and her assistants provide for their children.
- The childminder provides a wide range of interesting and motivating learning experiences that children enjoy. She uses accurate assessments of children's learning to successfully help children to learn new skills.
- The childminder extends children's language through her positive teaching. For example, she asks open questions, suggests new words and provides sufficient time for children to think and respond.
- The childminder is warm and nurturing. She provides children with reassurance, encouragement and praise as they play. Children are emotionally secure, confident and comfortable in the childminder and her assistants' company. Children's behaviour is good.
- Occasionally, during some activities, the childminder does not make the best use of opportunities for children to carry out routine tasks for themselves to help enhance their self-help skills.
- Although the childminder provides support for her assistants, this can be strengthened further to help promote children's learning to even greater levels.

## What the setting needs to do to improve further

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

- extend opportunities as they arise to help encourage children to be even more independent
- strengthen systems for the support of assistants to help enhance their practice and promote children's learning to higher levels.

### Inspection activities

- The inspector had a tour of the areas within the premises used by children with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and evaluated the quality of teaching with her.
- The inspector held discussions with the childminder and her assistants. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through reading written feedback provided.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to recognise possible indicators of abuse and keeps up to date with relevant training. She knows the correct procedures to follow if she has concerns about a child's welfare. The childminder is organised and regularly updates her policies and procedures. This helps to contribute to the smooth running of her service. The childminder implements robust risk assessment procedures. Measures are in place to identify and minimise potential risks to children. She helps children learn how to keep themselves safe. For example, they regularly practise fire evacuation procedures and learn what actions to take in the event of an emergency. The childminder monitors children's learning and plans accurate next steps in learning to help children achieve good outcomes.

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

The childminder uses observations of children well. She effectively assesses their learning to provide activities and resources that support children's interests. For example, children delight in exploring natural resources in the garden. The childminder provides children with clear verbal instructions to help them to understand how to complete activities and follow simple instructions. She effectively supports their language skills. For example, the childminder and her assistants engage children in songs and rhymes as they play. The childminder demonstrates good listening and attention skills and supports children to develop this aptitude. The childminder helps children to recognise similarities and differences between individuals. For instance, older children learn to care for babies. The childminder helps children to identify shapes and colours, and teaches them to count and learn about amounts.

### Personal development, behaviour and welfare are good

The childminder provides children with healthy food choices. She encourages them to try a range of fresh fruit and vegetables and helps them to develop healthy eating habits. The childminder gathers and shares detailed information daily with parents. This helps her to adapt children's care routines and support their emotional and physical well-being. She promotes children's healthy lifestyle well. The childminder ensures children have regular visits to the park and places of interests. She provides sufficient space for children to move about with ease, for example, to run, jump, crawl and ride bicycles. The childminder models politeness and respect for children. She encourages them to care their environment and toys and to take responsibility for their play. For example, they help to tidy up when activities are finished.

### Outcomes for children are good

Children make good progress from their individual starting points. Older children are confident to talk and express their own interests. Children are self-motivated and eager to learn. They focus well, are active learners and enjoy becoming involved in every activity that is made available to them. Older children learn about letters and the sounds they represent. Babies are curious and enjoy exploring and experimenting with the resources available. Children develop the necessary skills for the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY387723
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10066312
<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 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	1 July 2015

The childminder registered in 2009. She lives in Carshalton, in the London Borough of Sutton. The childminder operates Monday to Friday, all year round. She works with two assistants.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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