

Childminder report

Inspection date	22 January 2019
Previous inspection date	17 November 2015

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

This provision is good

- The childminder works with an assistant. They have created a welcoming and stimulating environment to help all children achieve well and prepare them for the next stages in their learning.
- The childminder and her assistant are good role models. They sensitively remind children to say 'please' and 'thank you'. Children follow simple rules and they are encouraged to share toys, which helps them consider others and self-control. Children behave very well. For example, older children help younger children build models from construction pieces.
- Effective monitoring systems help the childminder and her assistant to accurately identify children's next stages in their learning. They provide meaningful and exciting activities to support and motivate all children to learn.
- The childminder promotes children's healthy lifestyles to a good level. For example, she provides freshly prepared home-cooked meals every day, such as chicken and sweetcorn pie, pasta bolognese and roast chicken.
- Although informal supervision meetings are in place, the childminder does not rigorously assess her assistant's practice and set highly focused targets to help improve teaching further.
- Even though the childminder and her assistant have completed mandatory training, they have not yet identified other training opportunities to further develop their knowledge and skills.
- Occasionally, the childminder and her assistant do not provide opportunities to support children to develop their early writing skills, to strengthen children's early writing skills to a higher level.

What the setting needs to do to improve further

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

- support the assistant further to help develop her practice and teaching skills to an even higher level
- identify further training opportunities to extend teaching and learning to a higher level
- improve opportunities for children to further practise their early writing skills.

Inspection activities

- The inspector had a tour of the parts of the premises used for childminding.
- The inspector talked with children, the childminder and her assistant at appropriate times. She reviewed an activity with the childminder.
- The inspector observed and discussed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector viewed written feedback from parents and took account of their views.
- The inspector viewed evidence of suitability for the childminder, her assistant and household members. She discussed the childminder's self-evaluation information and viewed a range of documentation, including the childminder and her assistant's paediatric first-aid certificates and public liability insurance.

Inspector

Jane Morgan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have recently attended training to help them recognise and respond to signs of possible abuse and neglect. They know the local reporting procedures to follow if they have a concern about a child's welfare. However, they have not yet accessed other training opportunities to help develop their teaching skills to an even higher level. The childminder carries out thorough checks of her home and prior to outings to help minimise potential risk to children. Overall, the childminder and her assistant regularly evaluate their practice to help them identify strengths and areas for improvement. They work extremely well with other providers, such as teaching staff and staff from local pre-schools and out-of-school clubs children also attend, to support consistency in children's learning and care to a good level.

Quality of teaching, learning and assessment is good

Overall, teaching is strong to help all children make good progress from when they first start. The childminder enthusiastically helps children to recognise feelings and different body parts as they look at picture cards together. All children are motivated and keen to join in. Older children excitedly shout out and point to their elbow and shoulders. Younger children watch older children and copy their actions. The assistant shows the children a variety of craft materials. She clearly explains and helps younger children as they experiment with different materials and textures, such as paint, glue and tissue paper. They willingly create number displays about sausages sizzling in a pan to help them count and recognise numbers up to 10. The childminder promotes children's imaginary play well. For example, when children pretend to fly an aeroplane, she sits on the floor with them to acknowledge their ideas, which also helps to build on their self-esteem and confidence.

Personal development, behaviour and welfare are good

The childminder and her assistant implement consistent daily routines to further help children feel safe and emotionally secure. Children show good manners at mealtimes and willingly follow hygiene routines. They show high levels of confidence in social situations. For example, older children eagerly share experiences that are important to them and younger children give visitors a cuddle. Children recognise their name on individual towels and coat pegs to help develop their sense of self and belonging. The childminder gains key words in children's home language to help children learn new words in English.

Outcomes for children are good

All children are keen and enthusiastic learners. Overall, they gain key skills in readiness for school. Children develop good social skills and confidence. They mix with other children and interact well, for example when on regular outings and trips to local parks. Older children gain early mathematical skills as they recognise colours, numbers and shapes. All children develop independence and self-help skills well. For example, older children go to the toilet and wash their hands. Very young children independently explore their environment and select from a variety of play choices.

Setting details

Unique reference number	139547
Local authority	Sutton
Inspection number	10066301
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 November 2015

The childminder registered in 1996 and lives in Worcester Park, in the London Borough of Sutton. She operates Monday to Friday, from 7am until 7pm, for most of the year. The childminder works with an assistant.

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