

# Childminder report

<b>Inspection date</b>	31 January 2019
Previous inspection date	7 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 is friendly and caring with a sense of fun. She develops good relationships with children, who show good levels of confidence and well-being. They settle quickly and play happily in the childminder's welcoming home. Children's behaviour is good.
- The quality of teaching is secure. The childminder interacts well with children. She models clear language and uses a range of vocabulary to help focus and enhance their understanding and speaking. The childminder provides interesting activities. She asks questions that extend children's engagement and thoughts, and encourages them to explore and learn. Children make good progress.
- Partnerships with parents are good. The childminder develops good lines of communication to suit the individual needs of families. This means parents are involved and know their child's daily routines and activities, as well as the progress they are making in learning and development.
- The childminder makes good use of ongoing evaluation to improve her service continually.
- At times, the childminder carries out some tasks for children and misses opportunities to further encourage them to develop stronger self-care skills.
- The childminder does not have secure partnerships with other early years settings that children also attend to help provide stronger consistency for children.

## What the setting needs to do to improve further

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

- encourage children to carry out simple tasks for themselves, particularly during routine activities to help develop their self-care skills even further
- improve partnerships with the other childcare settings children also attend to help provide greater consistency and enhance their learning even more.

### Inspection activities

- The inspector had a tour of the parts of the premises used for childminding and discussed the childminder's risk assessment.
- The inspector spoke with the childminder about her childcare practice, self-evaluation and knowledge of safeguarding children.
- The inspector observed activities and discussed the benefits to children's learning with the childminder.
- The inspector took account of parents' written comments about the childminder's practice and provision.
- The inspector sampled a range of documentation, including the childminder's qualification and training records, children's learning files, policies and procedures, and risk assessments.

### Inspector

Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her provision well. For example, she involves parents by seeking their views and suggestions. This helps her to build stronger parent partnerships and helps her to identify her strengths and areas for further improvement. The childminder monitors her practice and provision well. She incorporates training and guidance from local authority advisers and discusses good practice with other childminders to help keep her knowledge current. This has a positive effect on children and their families as she delivers good-quality provision that is constantly improving. Safeguarding is effective. The childminder has a good understanding of how to promote children's welfare. She keeps her knowledge up to date regarding the procedures to follow should she have concerns about a child's safety. Thorough risk assessments, within her premises and on outings, help the childminder to identify hazards and quickly reduce risks.

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

The childminder gives children time and space to develop their own ideas and enjoy hands-on learning experiences, while sensitively offering appropriate support and guidance. For example, she watches as children experiment with ways of using pieces of wood and the toy dinosaurs. She follows the children's interests well to extend their learning, and asks questions to help them think, solve problems and extend their imagination. The childminder teaches children about different type of transport, for instance the toy crane and the cement mixer. She helps children to understand about changes in the weather, including how water turns to ice when it is left outside in the cold. The childminder uses her observations, assessments and knowledge of each child's interests to monitor how well they are progressing.

### Personal development, behaviour and welfare are good

The childminder supports children to keep safe. They practise regular fire drills and learn why it is important to take care when walking on the ice in the garden. The childminder gives children simple instructions so they understand what is expected of them and what is going to happen next. Children listen well. The childminder encourages children with praise, verbally and through actions such as clapping hands. She supports children well to develop respect and tolerance for others. For instance, she clearly explains why some people need to use a walking frame, when children ask while playing with small-world toys. The childminder encourages sharing, turn-taking and good manners. As a result, children learn how to behave well.

### Outcomes for children are good

All children make good progress from their starting points. They develop a strong foundation in all areas of learning through an interesting range of activities and routines. Children develop healthy eating and lifestyle habits. For instance, they understand that milk helps to give you strong teeth and bones. They develop their social skills well. Children are excited to learn and they think very creatively, for example making bridges and cars from wood. They develop good early literacy skills and learn to count, which helps them prepare for nursery and onward to school.

## Setting details

<b>Unique reference number</b>	139856
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10066306
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	7 July 2015

The childminder registered in 1993. She lives in Wallington, in the London Borough of Sutton. The childminder is available for work from 7.30am until 6pm from Tuesday to Friday. She is not available for work on Mondays.

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