

# Childminder report

<b>Inspection date</b>	3 April 2019
Previous inspection date	24 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

### This provision is good

- The childminder works closely with the staff in the other settings children attend to develop a broad view of children's progress. She plans with them ways to consistently support the children's ongoing progress. The childminder follows advice from experts to offer children with special educational needs and/or disabilities (SEND) better opportunities to fulfil their potential.
- The childminder understands well the individual characteristics of each child. She assesses their progress carefully and uses her good observation skills to understand how she can support children to develop further. She plans appropriate next steps in learning for each child.
- The childminder supports children well to develop social skills and to learn how to play amicably with their friends. Toddlers learn that they need to take turns and demonstrate control over this during games or when waiting to play with a toy. Children play together and engage others in their play. They form friendships.
- Children, including those with SEND, make good progress from their starting points.
- The childminder does not provide children with frequent opportunities to make their own discoveries or form and develop their own thoughts during their play.
- The childminder does not consistently note what children focus on as they play, to help her extend children's learning and encourage them to engage more intensely.

## What the setting needs to do to improve further

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

- provide children with more opportunities to make their own discoveries and to develop their critical thinking skills
- develop further the techniques used to engage children in play to help them focus their attention more on their learning.

### Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records.
- The inspector checked evidence of the childminder's qualifications and her suitability checks.
- The inspector held discussions with the childminder in relation to observations of the children's play, learning and progress.

#### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands fully how to act if she is concerned about a child's welfare and knows the signs that could cause such a concern to arise. The childminder follows strict risk assessments in her home which she ensures children know and understand in order to keep themselves safe. The childminder reflects critically on her practice. She assesses carefully children's enjoyment of activities and considers how to change activities to better meet their needs. The childminder actively enhances her knowledge and skills to raise the outcomes for children. For example, she has learned how to use sign language to improve communication with less-verbal children and babies.

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

The childminder provides children with a wide range of experiences to enhance their overall development. These include trips to areas where they can experience physical challenges such as climbing or visiting different groups where children can develop confidence in busier situations. The childminder provides activities that children enjoy. For example, they happily making dinosaur puppets that they can then use in imaginative play. The childminder promotes an effective understanding of the differences that exist between people. For example, children enjoy dressing up in costumes which represent different cultures and exploring worldwide traditions.

### Personal development, behaviour and welfare are good

The childminder develops strong relationships with the children and, as a result, they develop their confidence and feel safe and secure in her care. She successfully promotes independence. Children demonstrate this as they carry out tasks by themselves, including making their own sandwiches. The childminder recognises the anxieties children may have about moving to other settings, including school. She uses effective systems to help them understand what happens in the other settings and to make the change positive. The childminder promotes healthy practices with children, who understand why they need to follow hygienic routines. She works closely with parents to encourage children to have positive attitudes towards nutritious foods.

### Outcomes for children are good

Children demonstrate good physical skills. They dig, scoop and move materials such as sand or mud around the garden using tools with strength and control. Children make good progress in their development of speech. Toddlers respond well when the childminder introduces new vocabulary and repeat it back in context. Children develop skills for their future learning. They show an eagerness to count and bring it into many of their experiences, for example they count the stairs as they climb them. Children recognise numerals well; they call out the numbers which are printed on the fish they catch in a fishing game. Children begin to develop early writing skills. They make marks which they assign meaning to and show a desire to learn to write their names.

## Setting details

<b>Unique reference number</b>	137939
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10066322
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 February 2016

The childminder registered in 1997. She lives in Sutton, Surrey. The childminder operates her service Monday to Thursday, from 8am to 6pm. She has a recognised childcare qualification at level 3. The childminder is in receipt of funding for early years education for three- and four-year-olds.

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