

# Childminder report

<b>Inspection date</b>	18 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 observes and assesses children's progress competently. She interacts well with children, who make good progress from their starting points.
- Children flourish in this warm and nurturing environment. The childminder provides a relaxed, stimulating and homely environment where children feel safe and secure.
- The childminder supports children's physical development effectively. She provides a variety of activities that develop children's understanding of a healthy lifestyle, and they enjoy regular outdoor exercise.
- The childminder forms strong partnerships with parents. There is a good two-way exchange of relevant information that establishes continuity in children's care and learning.
- The childminder takes effective steps to improve her knowledge and skills. For instance, she has successfully implemented what she learned at a recent training course on supporting children who speak English as an additional language. The childminder has introduced systems to support those children, such as by using visual clues and resources.
- The childminder does not routinely make the most of interactions with children to question them as they play and, thus, extend their learning further.

## What the setting needs to do to improve further

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

- continue to broaden the opportunities to interact with and question children as they play, to extend their learning further.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector saw the premises used for childminding, indoors and outdoors.
- The inspector took into account the views of parents through written feedback provided by the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documentation.

### Inspector

Tracey Murphy

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge and understanding of how to keep children safe and secure. She has recently updated her child protection knowledge and knows the procedure to follow if she has any concerns about a child's welfare. The childminder seeks and responds to parents' views, and plans well-targeted actions to improve her practice. For example, she has strengthened communication channels between herself and parents. She gathers information from parents to understand children's starting points and interests. She monitors the progress of individual children effectively, and ensures their needs are well met. The childminder regularly attends training to keep her knowledge up to date.

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

The childminder provides a wide range of indoor and outside learning opportunities for children to enjoy. She has an accurate understanding of how children learn. She uses observation and assessment to identify accurately where children are in their learning and to plan for their continual progress. She provides good levels of support and guidance for parents to promote children's learning at home. For instance, she uses 'wow' moments of achievements from parents to find out children's interests and build these into their future learning experiences. The childminder supports children to count and to recognise colours successfully. Older children enjoy extending their mathematical skills using scales to see which is the heaviest from a range of objects. Children confidently initiate their own play and use their imagination well. For example, they set up a picnic for their dolls. The childminder reads stories that children know and enjoy. She encourages them to join in using props they have made for their favourite stories.

### Personal development, behaviour and welfare are good

The childminder is responsive and enthusiastic in her manner. She celebrates children's achievements through praise and compliments, which helps to elevate their self-esteem. They respond well to her high expectations and praise. The childminder supports children well to develop their understanding of the importance of good hygiene and safety. Children develop effective levels of independence. For instance, they are keen to wash their hands before meals and snacks. They enjoy the responsibility of small tasks, such as clearing away after activities. The childminder supports younger children as she introduces the 'tidy-up' song. Children are given many opportunities to practise skills that help to prepare them for school and future learning, such as taking turns and working alongside their peers. She uses the local community well to extend children's learning, and provides many experiences for them to socialise and develop wider relationships.

### Outcomes for children are good

Children are happy and settled, and their needs are met well. They are eager to learn, have good levels of motivation, and work comfortably within the range of development appropriate for their ages. Children develop good communication skills and literacy skills as they recognise their names for self-register and enjoy listening to stories. They develop good early mathematical skills as they learn to count how many butterflies they have collected. They develop good social skills and play amicably together.

## Setting details

<b>Unique reference number</b>	EY547650
<b>Local authority</b>	Merton
<b>Inspection number</b>	10103281
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

The childminder registered in June 2017. She is based in Morden in the London Borough of Merton. She offers care from 7.30am to 6pm, Monday to Friday, all year round. She holds a relevant childcare qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

