

# Childminder report

<b>Inspection date</b>	22 August 2019
Previous inspection date	8 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 uses her vast experience in childcare well. She constantly evaluates her service, and makes good use of her links with her local authority and other childminders to help keep up to date and get new ideas.
- Children happily play, accessing many available toys and resources. They constantly chat with each other and learn new words from interaction with the childminder.
- The strong partnerships the childminder establishes with parents contribute to children's good progress in their learning and development. The childminder has effective systems for sharing information and successfully supports children's continued learning at home.
- Children have conversations with the childminder about keeping healthy. They enjoy being active in the garden and on outings. They eat well-balanced meals, which the childminder provides, and the youngest children know that rest times are important to keep them fit and well.
- The childminder has not fully extended her partnerships with other professionals who are involved in the children's care.
- Although the childminder allows children to take the lead in some planned activities, at times she does not present additional challenges to support the next stage in their learning.

## What the setting needs to do to improve further

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

- seek further ways to develop the partnerships with other professionals who are involved in the children's care and learning
- build on the good quality of teaching, including planned adult-led activities, to ensure children are consistently challenged to achieve their potential.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to children and the childminder at appropriate times throughout the inspection.
- The inspector discussed with the childminder how she keeps children safe and her self-evaluation process.
- The inspector sampled documentation, including the suitability checks and qualifications of the childminder, and policies and procedures.
- The inspector observed the quality of teaching during activities and evaluated an activity with the childminder.
- The inspector took account of the written views of parents.

#### Inspector

Gill Cubitt

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good awareness of child protection issues. She knows the action to take if she has any concerns for a child's welfare. Her policies and procedures reflect current guidance from the Local Safeguarding Children Board. The childminder supervises children well and knows the importance of checking the suitability of all adults who have contact with them. She ensures her home is safe, and carefully risk assesses the places she visits with the children. The childminder is enthusiastic to make improvements. She has undertaken many short courses to enhance her skills, and she regularly reviews the benefit children receive from the resources she provides. Parents contribute to their children's learning and welcome the childminder's dedication and support.

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

The childminder provides a good balance of adult-led and child-led activities. Children benefit from regular visits to pre-school groups to socialise with other children, where they develop additional skills. For example, they learn how to jump and fall during soft play, and enjoy choosing and listening to stories at the library. The childminder observes and assesses children's progress while she joins in with their play. She makes effective use of her evaluation of children's starting points to support their continued learning. Children make choices, for example their preference for using chalks to make marks on a black surface. The youngest children draw lines and learn colours, while the older children start to recognise and draw shapes. Children learn how to blow bubbles, using various tools and methods, and discover bubbles grow to different sizes. They have fun chasing them and realise that all bubbles pop as they float higher.

### Personal development, behaviour and welfare are good

Children settle well into the well-resourced environment. The childminder is calm and caring. She reassures children from the start to help build their emotional well-being and self-confidence. For example, she actively learns the key words of the languages children speak at home. The childminder teaches children to keep safe, as well as assisting them to challenge their physical skills. Children show how they climb the slide safely, and wait their turn. The childminder gives praise and encouragement that support their positive attitude and behaviour. Children are polite and learn how to share their toys with others.

### Outcomes for children are good

Children are inquisitive and keen to start activities. They count, start to recognise quantity and begin to solve problems using resources such as puzzles. Children understand growth as they plant vegetables, and they develop their imaginary play well, preparing pretend meals in the garden play kitchen. Children increase their manual dexterity practising tasks, such as pouring liquid, dressing themselves and putting on their shoes. Children explore other cultures and appreciate that people have different languages and customs. They delight in looking at books and older children start to recognise letters. Children gain appropriate skills in preparation for their next stage in learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY311582
<b>Local authority</b>	Merton
<b>Inspection number</b>	10073557
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	8 February 2016

The childminder registered in 2005 and lives in Morden, Surrey. She operates from Monday to Friday, between the hours of 8am to and 6pm, for 48 weeks of the year. The childminder provides funded early education for three- and four-year-old children. She occasionally provides overnight care. The childminder holds a relevant early years qualification at level 3.

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