

Childminder Report

Inspection date

10 December 2015

Previous inspection date

22 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 supports children's well-being effectively. She cuddles them and gives them constant praise to build on their developing self-esteem.
- The childminder knows the children well. She provides a variety of activities to encourage children to choose what they want to play with for themselves. This helps them to be motivated learners.
- Children develop good communication and language skills. The childminder uses a variety of ways to effectively do this. For example, she repeats back words and adds words to extend vocabulary.
- The childminder reflects on her practice and looks at ways to constantly drive improvement. This helps her to improve outcomes for children.
- The childminder has a good understanding of her role, and constantly updates her knowledge and attends training courses to help maintain this. For example, she is more aware of how to identify safeguarding issues after attending a recent training session.

It is not yet outstanding because:

- The childminder does not always extend opportunities for younger children to develop an understanding of the natural world.
- The childminder shares details of children's learning with parents but does not always give them specific details on how they can extend their children's learning at home.

What the setting needs to do to improve further

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

- develop the range of resources and experiences regularly available to children to build on their understanding of the natural world
- extend opportunities for parents to build on their children's learning at home.

Inspection activities

- The inspector observed interactions between the childminder and children.
- The inspector sampled documentation, including planning, children's development records, and policies and procedures.
- The inspector took into account written views of a parent.
- The childminder gave the inspector a tour of the premises.

Inspector

Susan Allen

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a comprehensive safeguarding policy. She is aware of the signs that may cause concern for a child's welfare and knows the correct procedures to follow. She reviews risks in the home and in the environment. This helps her keep children safe and protect them from harm. She keeps up to date with current changes and reflects on how best to incorporate these into her practice. For example, after researching new safeguarding changes, she has evaluated these and advised parents of what they involve. The childminder has good relationships with parents and shares information with them regularly. She reflects on her setting well, and she seeks the views of both parents and children to help her identify any areas for improvement. The childminder keeps a check on how well the children are doing and shares this with parents. Effective planning and assessment help children to have good-quality care and learning opportunities throughout the day. The childminder is developing effective partnerships with other settings and these help her to maintain continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder provides a good range of activities to promote children's learning effectively. Children can freely choose from a wide range of toys and equipment, and this helps to develop their independence further. Young children have fun reading picture books and the childminder uses a constant narrative to help extend their language. For example, the childminder uses dual-language books with children who are learning English as an additional language to help them extend their communication and speaking skills. The childminder introduces mathematical language constantly. All children are encouraged to develop their problem-solving skills as she asks them questions to make them think for themselves. For example, when children choose toys she encourages them to think by asking them 'What will happen if?'

Personal development, behaviour and welfare are good

The childminders home is safe and welcoming. Children develop positive relationships with her. She gives them reassurance and praise, building on their self-confidence and sense of belonging. Children's behaviour is good. The childminder seeks the children's help when creating house rules. This helps to encourage their involvement and helps them to learn about feelings and consequences, and what is expected of them. Children have opportunities to be active in a variety of ways, such as trips to the park and other outings. Children also benefit from visits to toddler groups, which the childminder uses well to help develop their social skills.

Outcomes for children are good

All children make good progress from their starting points. Children learn skills that help them get ready for their future learning and their move on to school.

Setting details

Unique reference number	EY265309
Local authority	Merton
Inspection number	837284
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22 February 2012
Telephone number	

The childminder registered in 2003. She lives in the London Borough of Merton. She operates Monday to Friday, from 7.30am to 6pm, for most of the year. The childminder receives funding for the provision of free early education for children aged three years.

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