

Childminder Report

Inspection date	31 August 2016
Previous inspection date	23 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 works closely with early years professionals to develop her skills and improve her service. She has significantly increased her understanding of children's learning and made changes to improve the outcomes for children since the last inspection. The childminder continues to evaluate her practice effectively to maintain continuous improvement.
- The childminder knows children well and takes account of their needs at different ages to provide a good level of challenge. For example, she partially deflated large balls to make it easier for younger children to use them and join in with the older children's games. Children benefit from playing and learning together.
- The childminder and her assistant are warm and caring. Children demonstrate secure and trusting relationships with them.
- Children make good progress from their starting points for learning. They are motivated and fully engaged in their learning.

It is not yet outstanding because:

- The childminder misses some opportunities to fully support children's early writing skills.
- The childminder and her assistant sometimes overlook opportunities to encourage children's early mathematical language and understanding further.

What the setting needs to do to improve further

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

- increase opportunities for children to use and develop their early writing skills further
- help children to develop their mathematical language and understanding further as they play and explore.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, including suitability checks, policies and children's records.
- The inspector took account of parents' views from written feedback provided for the inspection.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

The childminder has established positive relationships with parents. She works well in partnership with them to support children's learning and development. For example, she keeps parents well informed about their children's routines, activities and achievements. Safeguarding is effective. The childminder and her assistant have a secure knowledge of how to keep children safe and implement effective safety arrangements. They have a clear understanding of the process to follow should they have any concerns about a child's well-being. The childminder supports her assistant well. She provides training and ensures that her assistant has the skills needed to maintain good quality care and learning for children.

Quality of teaching, learning and assessment is good

The childminder makes accurate assessments of children's achievements and successfully plans their next steps to help them move forward in their learning. She takes account of their interests and developmental stage. The childminder and her assistant encourage children to solve problems. For example, they give children the time and space to work things out for themselves. The childminder and her assistant support children's communication and language skills effectively. This includes listening carefully to what children have to say, giving them time to respond and learning words in their home languages. The childminder enhances children's learning well. She uses questions skilfully to support and extend children's thinking skills.

Personal development, behaviour and welfare are good

The childminder provides children with lots of opportunities to make choices and lead their own play. The childminder and her assistant are positive role models and children's behaviour is good. Children learn effective strategies to manage their feelings. The childminder encourages children's independence well, to help them become confident in their own abilities. She teaches younger children to put on their shoes and coats, and reminds them to tidy up the toys they have finished with. The childminder effectively supports children's social skills and understanding of the world they live in. For example, she takes children out into the community and regularly attends local pre-school groups with them.

Outcomes for children are good

Children are curious, confident learners with the key skills they need for the next stage in their learning and school. For example, young children persevered as they completed challenging jigsaw puzzles, using effective strategies to succeed and test out their ideas. Children are confident speakers and communicate well. For example, young children listen carefully, repeat key phrases in stories and follow instructions well.

Setting details

Unique reference number	EY309921
Local authority	Kingston upon Thames
Inspection number	1057697
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	23 October 2015
Telephone number	

The childminder registered in 2005. She operates from her home in New Malden in the London Borough of Kingston upon Thames. She works Monday to Friday from 8am to 6pm all year. The childminder holds a relevant early years qualification at level 3. She works with an assistant.

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