

Childminder Report

Inspection date

13 November 2017

Previous inspection date

6 November 2014

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

- Since her last inspection, the childminder has developed her partnerships well. She now works with other providers to ensure consistent care and learning for children. She seeks good information from parents on children's starting points to plan more effectively. Children make good progress in their learning and development.
- Children behave well, have strong relationships and learn to share. The childminder helps children to understand their feelings and know that their actions can affect others. Older children gain a positive awareness of their personal safety and the childminder ensures they feel confident to speak to her about any concerns.
- The childminder organises her environment effectively. This enables children to explore and investigate the good-quality resources and lead their play. For example, young children used a puppet while looking at books and older children discovered the different ways they could operate a toy fire engine.
- Children are confident communicators. The childminder provides strong support to help them to develop their speaking and listening skills. For example, she role modelled the correct use of language, then made deliberate mistakes so they corrected her. She encourages older children to recall their past learning and young ones to sing songs.

It is not yet outstanding because:

- The childminder does not consistently help children to understand about differences and similarities in the natural world.
- The childminder misses some opportunities to extend the older children's understanding of the total number in a group if there is one more or one less.

What the setting needs to do to improve further

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

- help children to gain a greater awareness of differences and similarities in nature, to develop their understanding of the world further
- extend older children's mathematical skills so they learn to count the total in a group when an item is added or taken away.

Inspection activities

- The inspector observed activities and the quality of teaching indoors.
- The inspector spoke with the childminder at convenient times, discussed how she evaluates her practice and took account of parents' written feedback.
- The inspector carried out a joint observation with the childminder.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out good risk assessments and takes necessary actions to keep children safe. She keeps up to date with local safeguarding procedures so she knows what signs to be aware of and the procedures to follow if she has a concern. Through self-evaluation, the childminder has introduced a good system to help her identify children's overall development and to more quickly see where they may need additional support to catch up. She has noticed that some young children have particular patterns of learning and has done some research into this. She is now seeking further training to extend her knowledge to support children's development further.

Quality of teaching, learning and assessment is good

The childminder makes good use of her regular observations to know the children well and plan for their next stages of development. For example, she provided good support to help the older children begin to link sounds to letters and develop their early writing skills. They learned about opposites as they found a picture and its counterpart, and young children used inset puzzles. The childminder encourages children to learn from each other and older children love taking on responsibility. She involves children in planning activities and uses their interests, which motivates their learning. For instance, older children discussed making a collage and looked forward to going for a walk to collect natural resources. The childminder plans good opportunities for children to explore a wide range of sensory experiences and develop their imaginations in role play.

Personal development, behaviour and welfare are good

The childminder keeps her home clean and warm. She meets children's physical and emotional needs well. For example, she recognises signs when young children need their nappy changed, are tired, or require a cuddle. Children develop good practices to keep themselves healthy. For example, older children independently blew their nose and disposed of the tissue in the bin. Children know that they wash their hands to prevent the spread of germs. Young children cooperate happily with their care needs because the childminder engages well with them. The childminder ensures that even the youngest children are involved in making decisions. For instance, she made good use of resources to engage the children in stories and to help them to choose songs. Children have good opportunities to be outside, enjoy exercise and develop good physical skills. Parents comment positively on the many exciting outings the childminder organises.

Outcomes for children are good

Children are keen learners and develop the good skills they need for their next stage of learning and school. Young children repeat words and then use them independently, such as 'baby' when playing with dolls. Children become independent in their learning and in their self-care skills. For instance, older children managed their clothes when using the toilet and took a stool to the sink to wash their hands before eating. Children gain a positive awareness of people's differences and have strong self-esteem. Young children become aware of sizes as they play with small-world people. For example, they placed the baby in the highchair and 'grandpa' into a larger chair.

Setting details

Unique reference number	EY357695
Local authority	Sutton
Inspection number	1070896
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	6 November 2014
Telephone number	

The childminder registered in 2007 and lives in Worcester Park in the London Borough of Sutton. She provides care each weekday for 46 weeks a year.

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