

# Childminder Report

**Inspection date**

6 March 2017

Previous inspection date

17 June 2011

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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                   |                         | Outstanding | 1        |
| Outcomes for children                                         |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The childminder supports each child to join in activities that captivate their interest and challenge their abilities. All children make good progress from their starting points.
- The childminder observes and monitors children's progress effectively and identifies any potential gaps in learning. She uses this information well to adapt her teaching and planning to help every child achieve and develop skills for the next stage in learning.
- Partnerships with parents are good. The regular sharing of information provides consistency in children's care and learning, and helps to keep parents up to date with their children's progress.
- The childminder builds extremely secure and caring relationships with children and their families. Children settle exceptionally quickly and form extremely strong attachments with the childminder. This has an excellent impact on children's positive emotional development and supports high levels of confidence in their own abilities. Children's behaviour is excellent.

### It is not yet outstanding because:

- At times, the childminder does not make the most of professional development opportunities to help raise the quality of her teaching to a higher level.
- The childminder does not make the most of opportunities for children to explore the natural world, particularly for those who prefer to play outdoors.

## What the setting needs to do to improve further

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

- make the most of professional development opportunities to help raise the quality of teaching to the highest level
- provide further opportunities for children to explore and experiment in the natural world, particularly for those children who prefer to play outdoors.

### Inspection activities

- The inspector observed the children and the childminder playing together.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held a discussion with the childminder about her practice and her use of observation and assessment to support children's progress.
- The inspector sampled and discussed a range of documents, including safeguarding procedures, ongoing suitability and children's progress records.
- The inspector took account of parents' written views.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows what to do if she has concerns about a child's welfare. She is clear about how to report any concerns to the appropriate agencies. The childminder evaluates her provision well and reflects on her practice to identify aspects that she can improve. Overall, she continues to maintain her knowledge and skills. For example, she has completed safeguarding and first-aid training and meets with other childminders to exchange ideas and discuss current childcare issues to maintain her good practice. The childminder has good relationships with other early years providers. She shares information about children's development and this provides continuity in their care and learning.

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

The childminder encourages children's communication and language development effectively. For example, she carefully repeats what young children say so that they hear the correct pronunciation of words. Children enjoy activities that help them develop their creativity. For example, they have great fun exploring musical instruments and enthusiastically sing and dance to music. The childminder provides a good range of activities to support children to develop their early writing skills. For example, they draw with 'magic pens' to create lots of marks and patterns. The childminder talks to children about the colours and shapes being created to help extend their interest and learning. The childminder helps children respect and value each other's differences. For example, she provides opportunities for children to learn about people's similarities and differences.

### Personal development, behaviour and welfare are outstanding

The childminder has an excellent understanding of each child as an individual and meets their needs extremely well. She encourages parents to keep her exceptionally well informed about any changes in children's lives to help her support their emotional well-being highly sensitively. The childminder supports children's growing independence extremely well. For example, she allows children time to wash their hands with soap and water to support exceptional hygiene routines from a young age. The childminder is extremely responsive to young children's needs. Children who need to sleep do so in comfort; waking up refreshed, happy and enthusiastic, ready for more play.

### Outcomes for children are good

Children are motivated and join in activities with enthusiasm. Children benefit from regular opportunities to be active. For example, they use play park equipment and visit soft play facilities. Young children enjoy story times, where they show great delight in turning the pages and making animal noises. This captures their interest in books effectively. Children acquire the necessary skills to prepare them for school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY418004                                                                          |
| <b>Local authority</b>             | Sutton                                                                            |
| <b>Inspection number</b>           | 832475                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 4                                                                             |
| <b>Total number of places</b>      | 4                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 17 June 2011                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2010. She lives in Carshalton, Surrey. She cares for children each weekday from 7.30am to 5.30pm, term time only. The childminder holds a childcare qualification at level 3.

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