

Childminder Report

Inspection date

9 February 2016

Previous inspection date

22 June 2011

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder creates an extremely welcoming, well-resourced and stimulating environment for a mixed-age group of children. Children have a strong sense of belonging and form deep emotional attachments with the childminder and each other.
- The childminder works in strong partnership with parents and the nursery schools children also attend to support their individual well-being and learning needs.
- Children make good progress overall. They make outstanding progress in their personal, social and emotional development. The childminder supports children's learning particularly well through imaginative play and practical experiences, such as nurturing real caterpillars through to butterflies, which they then set free.
- Children enjoy healthy snacks and meals, for instance the daily hot meal includes a salad as an accompaniment. Children take part in a good deal of physical exercise and outdoor experiences. This helps to keep them healthy.
- The childminder makes good use of self-evaluation to identify and target priorities for improvement, and for supporting her professional development needs.

It is not yet outstanding because:

- The childminder misses some opportunities to challenge children's learning further. For example, she provides pre-prepared templates for very able children to decorate, rather than encouraging them to represent and develop their own ideas.

What the setting needs to do to improve further

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

- encourage children to represent and develop their own ideas more when engaged in creative activities.

Inspection activities

- The inspector observed children engaged in activities and the childminder's interactions with them indoors.
- The inspector discussed the childminder's practice with her, including the impact of her teaching methods, and use of observation and assessment to support children's progress.
- The inspector sought and took account of the views of parents.
- The inspector sampled a range of documentation relating to safeguarding, children's progress and well-being, and the childminder's suitability and self-evaluation process.

Inspector

Amanda Tyson

Inspection findings

Effectiveness of the leadership and management is good

The childminder reflects on her practice and children's progress well. This leads to constant improvement. For example, she has increased opportunities for children to see and use numerals, letters and words throughout the environment. The childminder also used ideas gained from a training workshop, such as creating a portable sensory activity resource for babies when they are on outings. Since the last inspection, the childminder has achieved a childcare qualification at level 3. Safeguarding is effective. The childminder completes regular safeguarding workshops and has an up-to-date understanding of the procedures to follow if she is concerned about any aspect of a child's welfare. Her risk assessments are thorough and effective in keeping children safe in the home and on outings.

Quality of teaching, learning and assessment is good

Children engage in play and learning enthusiastically and are supported well by the childminder. She provides good opportunities for children to explore and gain understanding about their immediate and wider world. For example, babies show intrigue as they create different sounds using a range of resources that all look and feel different. As a further example, the childminder took children to a Chinese supermarket and restaurant before presenting them with an authentic Chinese restaurant role-play area. The childminder repeats words and phrases to younger children and makes a lot of use of visual resources to prompt their independent speaking. She asks older children questions that challenge them to describe their thoughts, for instance during stories.

Personal development, behaviour and welfare are outstanding

Children are extremely settled, safe and secure in the childminder's care. They enjoy a wide range of outdoor activities, such as feeding the ducks and squirrels, making dens and climbing trees. The childminder implements excellent arrangements for supporting children's settling-in experience and routine care needs, such as sleep and feeding. Pre-school children are immensely gentle and kind towards younger children. Toddlers make independent play choices, for example, using picture labels on toy boxes as a guide. Pre-school children manage their own toileting and hygiene, and put on their coats and shoes by themselves. Children enjoy taking part in an extensive range of activities to acknowledge diverse cultural traditions in society.

Outcomes for children are good

Children are sociable, well-behaved and develop high levels of independence, confidence and self-esteem. Pre-school children hold and use pencils with good control. They have a keen interest in counting and books, and in identifying numbers and letter sounds. Children are well prepared for moving on to nursery or school.

Setting details

Unique reference number	EY420128
Local authority	Sutton
Inspection number	832627
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	22 June 2011
Telephone number	

The childminder registered in January 2011. She lives in Cheam in the London Borough of Sutton. The childminder has a childcare qualification at level 3. She works term time only, between 7.45am and 5.30pm.

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