

Childminder Report

Inspection date	24 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 evaluates and reviews her practice well. For example, another childminder observes her quality of teaching and offers constructive feedback. This helps her provide positive outcomes for children's learning.
- Children have a positive level of well-being and self-esteem. They have a good sense of belonging, and a secure and trusting relationship with the childminder.
- The childminder establishes good partnerships with parents. She encourages them to remain fully involved in their children's development. For example, parents add children's achievements and learning from home to the learning records.
- Children are confident communicators. The childminder supports children well. For example, she asks skilful questions to encourage them to think.
- The childminder is a positive role model. The children behave well and are polite. For example, they follow rules and boundaries, and know what is expected of them.
- Children learn skills that help them make good progress. For instance, they have a strong knowledge of mathematics, such as when they count and talk about shapes.

It is not yet outstanding because:

- The childminder misses opportunities to extend children's understanding of people's similarities and differences in the wider world.
- The childminder does not always make the most of opportunities to engage children further to develop early reading skills and increase their interest in the printed word.

What the setting needs to do to improve further

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

- extend the opportunities to develop children's understanding of people's similarities and differences in the world around them further
- improve the opportunities for children to develop their early reading skills further and increase their interest in reading materials.

Inspection activities

- The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the childminder interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and the childminder at convenient times and gathered the views of parents.
- The inspector carried out a joint observation with the childminder.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder keeps up to date with new ideas and makes positive changes to her practice. For example, she meets with other childminders and attends regular training. The childminder regularly checks children's progress and completes learning assessments at regular intervals. She monitors children's progress closely. This helps her to highlight any gaps in their development promptly and offer any support needed to close them. The childminder has a good understanding of the safeguarding procedures to follow. She knows who to contact if she has any concerns about the welfare of children. Children learn how to keep themselves safe in an emergency situation. For example, they practise evacuating the building quickly and understand what to do to keep safe in the event of a fire. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder knows children well and encourages their motivation and engagement in the activities. For instance, she includes their interests and ideas in the planning and they have an active role in setting up activities for the day. Children have good opportunities to develop their creative skills; for example, they like to learn how to make modelling sand. The childminder extends their interest well, such as sending the instructions to parents so they can make it at home. Children have a wide range of opportunities to develop their imagination. For example, they engage in role play as they 'fix' objects at the 'workbench'. The childminder prepares children well to understand about going to school. For example, she visits the school classrooms and teachers with them.

Personal development, behaviour and welfare are good

Children have good opportunities to develop their physical skills. For example, they visit outdoor play areas to negotiate large climbing equipment and they visit places of interest to challenge their skills further, such as balancing on trees in the woods. Children develop positive physical well-being. They have a good understanding of the importance of following good hygiene routines to help them to remain healthy. Children have their personal care needs met well; for example, the childminder follows children's sleep routines from home.

Outcomes for children are good

All children make good progress in their learning, including those who speak English as an additional language. Children gain useful skills to support their future learning and manage the move to school well. They develop positive characteristics and learn to respect others. For example, they have a positive level of maturity as they play, such as showing patience and knowing when to share and take turns. Children build meaningful friendships; for instance, they kindly help each other as they play.

Setting details

Unique reference number	EY482511
Local authority	Sutton
Inspection number	996969
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Carshalton, in the London Borough of Sutton. The childminder cares for children on Monday to Friday from 7am to 7pm, all year round. She holds a relevant level 3 early years qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

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