

# Childminder Report

<b>Inspection date</b>	6 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 works closely in partnership with other professionals and settings the children attend. She shares children's targets and progress well, to provide good continuity in children's care and learning, helping them to settle quickly.
- The childminder supports diversity and equality effectively in the setting. For example, she finds out key words in children's home languages and uses these well to teach children new words in English.
- The childminder works well in partnership with parents. She gathers their views and uses these effectively to help shape her service. For example, after feedback, the childminder has reinstated outings with the children, supporting their understanding of the wider world they live in.
- The childminder works well to support her assistants to narrow gaps in children's learning consistently. Children make good progress with their learning given their starting points.

### It is not yet outstanding because:

- The childminder does not consistently extend opportunities to support children's literacy development during activities.
- Sometimes, the childminder does not plan activities effectively to engage children at all times, especially as she sets up. She does not consistently support children's independence to get themselves ready for creative activities.

## What the setting needs to do to improve further

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

- extend children's access to resources to help extend their literacy development
- maximise the time available for children during activities, to support their independence skills and learning further.

### Inspection activities

- The inspector observed children in the main play areas and garden.
- The inspector spoke with the childminder and her assistant at appropriate times during the inspection.
- The inspector reviewed documents, including safeguarding policies and procedures, children's files and staff suitability checks.
- The inspector took into account parents' views.

### Inspector

Rebecca Hurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of the procedures to follow if she has any concerns regarding children's welfare. The childminder follows the legal requirements to notify Ofsted of changes to people living and working in her home. She carries out suitability checks on all adults in her home, helping to keep children safe. The childminder assesses her own and her assistant's practice effectively to identify any training they would benefit from to meet children's care and learning needs. Recent training has included safeguarding, which helps the childminder and her assistant to keep children safe.

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

The childminder works closely with parents to assess children's starting points. She uses these with success to aid her planning and tracking of children's learning and development. The childminder plans good-quality activities to help progress children's learning. Children thoroughly enjoy exploring messy activities. The childminder asks the children what they wish to play with in the foam, and children eagerly ask for animals. As the childminder gets the animals out, she asks each of the children which ones they would like, helping to develop their language skills well. Children enjoy learning how to blow bubbles. The childminder teaches them how to use the wand to make bubbles. Children giggle with excitement when they achieve this.

### Personal development, behaviour and welfare are good

The childminder successfully builds children's confidence to try activities that they are unsure about. She uses words such as 'try', and 'compare' to help children put puzzles together. She praises children's efforts when they get them correct, helping to support their self-esteem. The childminder is consistent in her approach to behaviour management. She teaches children how to work together and share toys. Children behave well. Children learn how to put their shoes on when playing outside, helping to support their physical development well.

### Outcomes for children are good

Children are ready for their next step in their learning. They are confident learners and regularly talk with the childminder about their needs; for example, expressing their need to swap activities. Children develop good mathematical development. For example, they learn in an enjoyable way using cutters in shaving foam. Children learn their names and develop good language skills given their starting points. They sing along to songs and learn new words in English. They learn how to use resources during the songs to support their language development further. Children develop good skills that prepare them well for future learning.

## Setting details

<b>Unique reference number</b>	EY497985
<b>Local authority</b>	Merton
<b>Inspection number</b>	1099573
<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>	2 - 4
<b>Total number of places</b>	5
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016. She lives in Morden, Surrey. She works Monday to Friday all year round, except for public holidays. She holds a foundation degree in childcare. The childminder works with an assistant to provide care for the children.

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