

# Childminder Report

<b>Inspection date</b>	25 November 2015
Previous inspection date	17 February 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The parent partnerships are good. The childminder engages parents in their children's learning effectively and shares ideas to extend children's learning at home. The childminder is a good role model to children. Children behave well and treat each other in a respectful way. They play cooperatively and share.
- The childminder builds good bonds with children. She is calm and caring, and spends time playing and talking with children in a positive way. Children are happy, safe and secure, and ready to learn.
- Children have fun playing with a wide range of toys that challenge their learning. They choose from activities that interest them and quickly engage in enjoyable play and learning.
- The childminder reviews her provision effectively to improve her practice. She focuses well on improving the outcomes for children.
- The childminder is a good teacher. She uses successful ways to extend children's language development, such as helping children to learn and say new words. Children communicate well and make good progress in their learning.

### It is not yet outstanding because:

- Although children make good progress in gaining early mathematical skills, sometimes the childminder overlooks opportunities to extend mathematical ideas further.
- The childminder does not always give children the opportunity to think and solve problems for themselves.

## What the setting needs to do to improve further

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

- increase the opportunities for children to further develop their awareness of mathematical concepts as they play
- extend further the opportunities for children to think and solve problems for themselves.

### Inspection activities

- The inspector observed children at play in the childminder's home.
- The inspector examined a sample of documentation and children's records.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.
- The inspector observed teaching and the impact this had on children's learning.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her role and the requirements, which she implements well. The childminder actively improves the outcomes for children. She recently added new toys, for example, that have helped children to develop their coordination. The childminder undertakes training and makes effective use of new ideas to aid her practice. For instance, she recently went on training to develop new outdoor play opportunities for the children. The childminder checks children's development closely and tracks their progress in learning. This helps her to identify quickly any gaps in the children's development and to provide more support. Safeguarding is effective. The childminder has good knowledge of how to protect children and follows her detailed policies and procedures.

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

The childminder has a good understanding of each child's development. She knows how to promote children's learning effectively, which helps them achieve. She observes children's play and thoughtfully plans activities to encourage their progress. She creates fun ways for children to achieve their next steps in learning. For example, children enjoy playing with sand and learn about other things, such as colours, at the same time. Children enjoy drawing and show good early writing skills. They are keen to play and show good concentration; for instance, when picking up different objects with tweezers. The childminder supports play well. She promotes equality, such as when helping the younger children to access a wide range of toys. She encourages them to explore early technology and to discover the effects of pushing buttons.

### Personal development, behaviour and welfare are good

Children learn to treat the childminder and her home with respect. They listen to what she says and respond appropriately. For example, when she asks the children to help tidy up the toys, they do so immediately. The childminder encourages children's independence well. Children enjoy helping to wash their own hands and pour their drinks. The childminder helps children learn about healthy lifestyles effectively. She provides children with healthy snacks and nutritious meals. Children sit together during meal times and learn good table manners. The childminder successfully promotes children's early understanding of diversity in various ways. Children enjoy trips into the local community and explore differences between people in a variety of ways.

### Outcomes for children are good

Children make good progress from their starting points. They communicate well and develop their physical and early writing skills. Children show at least typical levels of development for their ages, and are well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	403718
<b>Local authority</b>	Croydon
<b>Inspection number</b>	846804
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 February 2011
<b>Telephone number</b>	

The childminder registered in 2001. She lives in Addiscombe, Croydon. The childminder has a childcare qualification at level 3. She cares for children between 8am and 6pm each weekday, all year.

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Piccadilly Gate  
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