

Childminder Report

Inspection date	14 January 2016
Previous inspection date	14 March 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is caring and sensitive to children's needs. She speaks to children in a calm and positive way and builds good bonds with them. Children enjoy playing with the childminder and are happy and secure in her care.
- The childminder uses successful ways to extend language development. For example, she repeats children's speech and teaches new words. Children communicate well and make good progress in their learning.
- Partnerships with parents are good. The childminder keeps them fully informed of their children's progress and shares ideas to support their continued learning at home. Parents comment positively on how involved they are in their children's learning.
- The childminder continues to develop and improve her knowledge. For example, she attends training, talks to other early years providers and does her own research.
- The childminder successfully promotes diversity. For example, children enjoy books and toys showing people's differences and cultures in a positive light.

It is not yet outstanding because:

- The childminder does not always promote the highest levels of behaviour to encourage children to consistently improve their conduct even further.
- Children do not always have enough opportunity to see the whole range of literacy resources available to them when making decisions about what activities to choose.

What the setting needs to do to improve further

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

- strengthen ways in which children's behaviour is consistently promoted to further encourage their good behaviour
- review the organisation of literacy resources to help children grow in independence as they make choices about their play and learning.

Inspection activities

- The inspector observed children and the childminder playing together.
- The inspector examined a sample of documentation, including safeguarding policies and procedures, 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 the quality of 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 evaluates her setting effectively and is committed to improving the outcomes for children. For example, she recently changed routines to give children more opportunities to develop their play. The childminder undertakes training to update her skills and makes effective use of new ideas to strengthen her practice. For example, she attended training to extend her understanding of parent partnerships. The childminder monitors children's progress closely. She quickly identifies any gaps in learning and offers extra support to ensure they are quickly closed. Safeguarding is effective. The childminder has a thorough understanding of how to deal with child protection concerns. She confidently knows how to identify and minimise risks to children effectively. This contributes to maintaining children's safety and welfare.

Quality of teaching, learning and assessment is good

The childminder provides an inviting learning environment where children are engaged and motivated in their play. She plans enjoyable and challenging activities that relate directly to the interests and specific learning needs of each child. For example, children enjoy learning about and describing dinosaurs. The childminder spends her time playing alongside children and promotes their learning well. She skilfully extends children's learning by offering different challenges throughout activities. For example, she teaches colours and numbers as children play with coloured dough. Children enjoy these challenges and are engaged in their learning. The childminder asks thoughtful questions that encourage children to think and work things out for themselves. For example, children enjoy finding out what their different body parts are for.

Personal development, behaviour and welfare are good

Children enjoy managing simple tasks for themselves, such as washing their hands and dressing for the garden. The children benefit from good outdoor experiences; for example, regular trips to local parks and practising their physical skills in the garden. Children speak to the childminder and each other with respect. They play cooperatively and learn to share and include each other in their play. For instance, children take turns pushing cars down a ramp. The childminder helps children learn about healthy lifestyles effectively. For example, she provides children with healthy snacks and nutritious meals. Children sit together during mealtimes and learn good table manners.

Outcomes for children are good

Children make good progress from their starting points. They develop their communication, physical and early mathematical skills effectively. Children are well prepared for the next stage in their learning.

Setting details

Unique reference number	124253
Local authority	Croydon
Inspection number	840464
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	14 March 2011
Telephone number	

The childminder registered in 2001. She lives in Shirley, Croydon. The childminder cares for children between 7am and 6.30pm, from Monday to Thursday during term time.

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