

Childminder Report

Inspection date	19 January 2016
Previous inspection date	17 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 very caring towards the children and builds good relationships with them. She is attentive and gives them the affection and support they need. For example, young children enjoy going to the childminder for cuddles.
- The childminder provides children with a good range of interesting and challenging toys. She encourages the youngest children to explore their environment and supports their choices in play.
- The childminder is responsive to every child's needs and supports them to make good progress in their learning. She successfully extends children's language development.
- Parent partnerships are good. The childminder keeps parents well informed about children's welfare and learning. They work well together to support children's learning at home and in the setting.
- The childminder takes children to places of interest in the community, and regularly attends local playgroups. Children learn social skills and grow in confidence.

It is not yet outstanding because:

- The childminder's monitoring of children's progress is not always fully effective in helping to identify their next steps in learning precisely and promote their good progress even further.
- The childminder's professional development programme is not varied enough to broaden her knowledge and further enhance the quality of teaching and learning.

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 progress is monitored and the precision with which their next steps in learning are planned, to further support their good progress
- engage in continuous professional development opportunities to ensure knowledge is kept up to date and teaching skills are strengthened to an even higher level.

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 has high expectations for the quality of care and learning she provides, and she reviews her provision effectively. She identifies strengths and weaknesses and focuses on improving the outcomes for children. For example, the childminder has recently provided children with new opportunities to explore sensory and musical toys. Parents comment very positively about the childminder's practice. They talk about how their children are happy and developing well. 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 is skilled at extending children's early language development. She uses successful strategies, which young children respond to well. For example, the childminder listens to the sounds children make and responds to them, using simple words that they understand. She uses praise appropriately, encouraging each child's attempt at sound, and makes good use of body language to communicate with them further. The childminder observes children and uses their interests to encourage further development. For example, children enjoy rolling balls and crawling towards them to practice physical skills. The childminder helps young children to access a wide range of resources. For instance, she encourages children to push buttons on toys and dance to the music.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help children settle quickly, and closely follows routines from home. Children are very happy in her care and show confidence in exploring the welcoming environment. The childminder spends her time playing alongside children and promoting their learning and well-being effectively. She helps children to develop their play and communication skills, and builds confidence for their future learning. The children benefit from good outdoor experiences, such as regular trips to local parks and access to the well-equipped garden. The childminder is a good role-model for children and treats them with respect. Children learn to behave well and look to include the childminder in their play.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. Children develop valuable early communication, physical and social skills. Children show curiosity and are ready for their future learning.

Setting details

Unique reference number	158871
Local authority	Croydon
Inspection number	836812
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 1
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	17 March 2011
Telephone number	

The childminder registered in 2001. She lives in Thornton Heath, in the London Borough of Croydon. The childminder cares for children between 8am and 6pm each weekday, during term time.

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