

# Childminder Report



## Inspection date

Previous inspection date

15 February 2016

15 June 2011

The quality and standards of the early years provision	This 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 accurately reflects on her practice and attends training courses to improve her knowledge of how to work with young children.
- Children learn to behave very well. The childminder acts as a good role model.
- Children are very confident and develop a positive sense of themselves. They form good relationships with the childminder and other children. The childminder praises children's efforts and supports them sensitively as they play and learn.
- The childminder has high expectations of all of the children. She assesses their progress accurately and plans effectively for the next steps in their learning.
- Children make good progress towards the early learning goals. The childminder identifies, and promptly addresses, gaps in their learning and shares information effectively with their parents.

### It is not yet outstanding because:

- Although all children have fun and progress well, those who attend after school do not always have the same wide choice of activities as those who attend all day.
- The childminder takes children to playgroups where they mix with others and celebrate different cultural festivals. However, she does not make the most of opportunities to help children understand and respect the differences and similarities between themselves and others as they play and learn in her home.

## What the setting needs to do to improve further

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

- extend the range of activities and experiences available for children to choose from in the period after school
- develop further the support for children to learn about, and respect, the differences and similarities between themselves and others to more fully promote their knowledge of the world.

### Inspection activities

- The inspector looked at documentation, including registration documents, the first aid certificate and relevant policies.
- The inspector observed the quality of interaction between the childminder and the children.
- The inspector looked at the quality of the learning environment.
- The inspector read comments from parents and took account of their views.

### Inspector

Carlene Bremner

## Inspection findings

### **Effectiveness of the leadership and management is good**

The childminder keeps her knowledge up to date. She makes good use of regular training courses to extend her skills and continually improve her teaching. The childminder's husband sometimes works as her assistant, collecting children from school. The childminder gives him clear guidance to ensure arrangements are safe and effective. The childminder completes regular self-evaluation and is realistic about her strengths and areas that she would like to improve. She has a good understanding of safeguarding and teaches children how to keep themselves safe. Safeguarding is effective.

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

The childminder has a good understanding of how to promote learning across all areas of the curriculum. She accurately assesses children's ongoing progress and takes account of their interests and individual abilities to plan exciting and challenging activities. The childminder has a good understanding of how to promote language development in young children and skilfully supports their interest in the language of stories. For example, the childminder made a book with the children, including laminated photographs of themselves. As they move through the book, children repeat key phrases. The childminder organises toys and equipment so that children can independently help themselves to what they want. She reviews the presentation of resources regularly to ensure that they continue to stimulate children's interest.

### **Personal development, behaviour and welfare are good**

The childminder has developed good relationships with the parents and the children. Parents are fully informed about their children's day, for example, through daily diaries and regular opportunities to look at children's folders. There is a regular two-way flow of information as parents inform the childminder about how children are progressing at home. Children are happy, settled and confident. They behave well and develop very effective social skills. The childminder supports children to follow good personal hygiene routines. For example, children wash their hands after eating and learn about the importance of brushing their teeth.

### **Outcomes for children are good**

Children make good progress in their learning and development and are prepared well for their move on to school. Children are enthusiastic learners and enjoy practical experiences. For example, they learn about life cycles as they plant fruits and vegetables and talk about the importance of a healthy diet.

## Setting details

<b>Unique reference number</b>	EY419840
<b>Local authority</b>	Croydon
<b>Inspection number</b>	832600
<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 - 7
<b>Total number of places</b>	4
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 June 2011
<b>Telephone number</b>	

The childminder registered in 2011 and lives in Norbury, within the London Borough of Croydon. She operates from 7am to 6pm, Monday to Thursday, throughout the year. On occasion, the childminder works with an assistant.

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