

# Childminder Report

**Inspection date**

23 March 2016

Previous inspection date

5 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Met	
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 provides a very stimulating and welcoming environment. This helps keep children's motivation and interest in their learning. Children enjoy their time with her and make good progress in their learning.
- The childminder uses her effective teaching to promote children's mathematical development; for example, comparing dimensions and introducing shapes. She extends their learning by using more complex language, such as, 'You are expanding the size.'
- Children develop very good levels of independence. For instance, they wash and cut their fruit for snacks and prepare their lunch.
- The childminder provides regular opportunities to involve parents in their children's learning. For example, she shares children's records and has meetings with parents every three months. This helps parents to continue their children's learning at home.
- Parents are very happy with the service the childminder offers. They comment, 'Activities are thoughtful and engaging,' and, 'Children get a chance to express themselves.'

**It is not yet outstanding because:**

- The childminder does not always further extend her partnerships with all other settings children attend to share a wide range of information about children's progress.
- The childminder does not make the most of opportunities for children learn about their own backgrounds and diversity.

## What the setting needs to do to improve further

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

- continue to develop highly effective partnerships with other settings children attend to share a wider range of information and support their learning further
- strengthen opportunities for children to learn about their own backgrounds and diversity.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development.
- The inspector viewed all the premises used for childminding.
- The inspector viewed a range of documentation, including suitability checks and children's records.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to help keep children safe from harm and the processes to follow. She effectively monitors children's progress, such as completing written summaries between the age of two and three years and using trackers. This helps her identify any gaps in development early and provide the appropriate support. The childminder uses the views of parents and children to help evaluate her service well. She completes regular training to improve her knowledge and makes changes as a result. For example, following training, she fully understands how to let children voice their own ideas and recognises the importance of a child's voice

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

The childminder effectively promotes the learning and development of children in her care. She carefully plans activities to promote children's next stage in learning. The childminder supports children's literacy development well. For example, she encourages them to recognise written names and sound out letters. She strengthens children's communication and language skills; for example, she starts to sing songs and stops so that children can finish the rhyme. The childminder asks children questions to help children think for themselves and find their own solutions in play. For instance, she asks, 'What will happen if I put the fork on this?' She encourages children to explore and investigate using their senses, such as smelling and touching flowers.

### Personal development, behaviour and welfare are good

The childminder develops children's understanding of healthy lifestyles. For example, they have daily opportunities to be physically active and visit local parks and forests. She provides children with positive praise and encouragement, such as, 'Well done, high five.' This helps boost their self-esteem and emotional well-being. Children learn to keep themselves safe. For example, the childminder provides books covering all aspects of safety that they can complete with parents. Children behave well. The childminder provides clear guidance and explanations to help children learn to manage their own behaviour. For instance, she gets down on their level and talks to them about their actions.

### Outcomes for children are good

Children are ready for their next stage in learning and their move to school. Children develop their understanding of the world around them. For example, they talk about caring for animals. They are confident to ask adults for help and demonstrate friendly behaviour towards others. These are important skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	124866
<b>Local authority</b>	Croydon
<b>Inspection number</b>	925042
<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>	1 - 5
<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>	5 March 2012
<b>Telephone number</b>	

The childminder registered in 1989 and lives in the London Borough of Croydon. She offers all-day care, Monday to Friday, throughout the year. The childminder has a relevant Batchelor of Arts honours degree in Childcare.

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