

Childminder Report

Inspection date

18 May 2016

Previous inspection date

1 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has addressed all issues from the previous inspection to help raise the standards of her practice. For example, she now implements the progress check for children aged two years effectively, having improved her knowledge through training.
- The childminder now makes good use of risk assessments to effectively identify potential hazards. She promptly addresses these to help keep children safe.
- The childminder provides a good range of activities that are planned according to children's individual interests and which cover all areas of learning. These help children to gain a good range of skills to support their move to school.
- Children are confident learners. The childminder listens attentively to what children have to say, establishes positive relationships with them and values the uniqueness of each child.
- The childminder values parents' and children's contributions about what they feel is working well and what is not, to help drive continuous improvements.

It is not yet outstanding because:

- The childminder does not always use all her learning environments as effectively as possible to further challenge and enhance children's learning.
- The childminder does not thoroughly discuss children's achievements with parents when their children start at the setting, to pinpoint children's starting points precisely.

What the setting needs to do to improve further

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

- make the most of all learning environments to help enhance children's learning, particularly for those who prefer to learn outdoors
- strengthen even further the partnership working with parents when children start at the setting, to help identify their starting points on entry as effectively as possible.

Inspection activities

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector viewed documentation, including children's records, policies and procedures.
- The inspector discussed how the childminder uses self-evaluation to develop her practice.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

The childminder liaises well with other professionals to know changes in requirements to keep her knowledge up to date. Safeguarding is effective. The childminder keeps accurate documentation on children, such as records of attendance and accidents. She has a good understanding of her role in protecting children and is fully aware of procedures she needs to follow should a concern arise. The childminder has good links with staff at the local nursery, and she works closely with them to help promote continuity in children's progress.

Quality of teaching, learning and assessment is good

The childminder provides a good range of learning experiences which are successfully matched to children's different stages of development. For example, babies have opportunities to use their senses and older children enjoy acting out familiar situations. The childminder promotes children's independence well; for example, she stores resources at a low level to enable younger children to choose toys. This helps them to be confident learners. When children lead their play, the childminder joins in skilfully to extend their play even further. For example, when babies pretend to pour tea from a toy teapot, the childminder gives them a spoon to stir it, which helps develop their coordination. The childminder has high expectations of each child, and she regularly observes and assesses children's progress to help her identify any gaps in learning.

Personal development, behaviour and welfare are good

The childminder has a good awareness of children's different care needs and responds well to support them as individuals. Routines are well adapted to suit the needs of the younger children. The childminder actively helps children to behave well. For example, she encourages sharing, and uses consistent explanations to help children understand her expectations. Children learn to adopt healthy lifestyles. For example, the childminder provides healthy meals and children have daily opportunities for fresh air, including local walks. The childminder helps children learn to take care of themselves, for example, through talking to them about the importance of maintaining healthy bodies.

Outcomes for children are good

Children make good progress in relation to their starting points. They become confident learners, and gain good social skills. For example, babies form good relationships with the older children. They gain good physical skills too, such as through stacking cups. Older children develop good mathematical skills. For example, they talk about quantities as they play and can recognise numbers. Children acquire the essential skills they need for their next stage of learning.

Setting details

Unique reference number	124590
Local authority	Croydon
Inspection number	1048644
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	1 October 2014
Telephone number	

The childminder registered in 1991. She lives in South Croydon, in the London Borough of Croydon. The childminder provides care from Monday to Friday, all year round.

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