

Childminder Report

Inspection date

13 June 2016

Previous inspection date

22 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Self-evaluation takes account of the views of children and their parents. For example, the childminder has changed how children hang their coats up after a parent's suggestion. This has helped to improve children's independence further.
- Children form strong attachments to the childminder, the assistants and other children. Adults provide a positive role model to children. Children are kind and caring, and show consideration for others. They feel secure and develop their self-esteem well.
- The childminder completes accurate observations and assessments of children's learning. She uses this information to plan activities that build on what children know and can do. For example, the childminder encourages parents to share information about children's achievements at home. Children make good progress and develop skills ready for their future learning.
- Partnerships with parents are good. For example, the childminder provides daily diaries to keep parents informed about their children's progress and activities. This helps parents to continue their children's learning at home.

It is not yet outstanding because:

- The childminder does not always use opportunities to widen her assistants' knowledge and skills to further build on the quality of their practice.
- The childminder has not fully developed partnerships with other settings that children attend to help provide a joined-up approach to their learning and development.

What the setting needs to do to improve further

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

- develop the support provided for the assistants to help them build even further on their skills and knowledge
- strengthen partnerships with other settings that children attend to provide a shared approach to support their learning and development.

Inspection activities

- The inspector observed activities indoors.
- The inspector had discussions with the childminder, assistants and children.
- The inspector took account of the views of parents.
- The inspector and childminder completed a joint observation together.
- The inspector sampled a range of documentation, including children's records and safeguarding procedures.

Inspector

Karen Scott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in child protection. She ensures that her assistants are aware of the procedures to follow should they have a concern about a child's welfare. Thorough risk assessments are undertaken to help keep children safe. Emergency fire evacuation practices help children become familiar with the routine, to help them know what to do in an emergency. The childminder is committed to improving her knowledge through training. For example, after training, she devised strategies to help children learn to manage their behaviour. Children's learning is monitored well. This helps the childminder to plan activities that support learning across all areas for children.

Quality of teaching, learning and assessment is good

Children make choices about what they play with and the childminder and her assistants extend their learning. The childminder provides activities for all children at a level that matches their individual abilities. For example, older children throw and catch balloons, and younger children explore the texture of them. The childminder and her assistants observe children's enthusiasm and use this opportunity to extend their learning by encouraging children to look at shapes and use mathematical language, such as 'high' and 'low'. Children investigate through their play and the childminder supports them well. For example, she shows them how to use tools to break ice, which children then explore and find what is hidden inside. Children build on their knowledge of the world, such as learning about why and how ice melts.

Personal development, behaviour and welfare are good

Children play happily and cooperatively with each other. They are polite and have good manners. For example, they shake hands as a greeting after watching an assistant do this. Children develop their understanding of staying safe. They receive guidance about playing safely, such as the reasons not to climb on chairs. Children learn about leading a healthy lifestyle. They enjoy physical exercise indoors and outdoors, and a nutritious diet. They enjoy activities and outings which increase their awareness of the wider community and different traditions and customs.

Outcomes for children are good

Children are well prepared for the next stages in learning, including school. They develop their confidence about starting school and reflect on their learning. For example, they go on visits to school and look at their progress records to help celebrate their achievements. Children are willing participators and fully involve themselves in their play and activities. They develop their concentration well. Younger children learn from older ones, such as through play together.

Setting details

Unique reference number	124531
Local authority	Croydon
Inspection number	974134
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	18
Number of children on roll	16
Name of registered person	
Date of previous inspection	22 July 2009
Telephone number	

The childminder registered in 1998. She lives in South Croydon. She works with three assistants. The childminder offers her service from 7am to 6.30pm, Monday to Thursday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder has a recognised childcare qualification at level 3 and one of her assistants has a qualification at level 2.

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