

# Childminder Report



<b>Inspection date</b>	13 May 2016
Previous inspection date	15 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is reflective in her practice. She welcomes and includes the views of parents when making changes to improve outcomes for children. She has met all actions and recommendations that were raised during her last inspection.
- The childminder is fully aware of her responsibility to supervise children and protect their welfare. She effectively takes action to manage and eliminate risks both inside and outside, to help children play in safety.
- Children make good progress from their starting points. The childminder forms secure bonds with the children and provides a good range of activities to meet their individual learning needs.
- The childminder works closely with parents to help promote continuity in children's learning. Parents actively contribute to the assessment of their children's development. They give positive feedback on the service the childminder provides.

### It is not yet outstanding because:

- The childminder does not always explore further ways to encourage children to learn to share and take turns to help minimise disruption in their play.
- Children do not have extensive opportunities to develop the awareness that print carries meaning, to help build on their early reading skills.

## What the setting needs to do to improve further

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

- develop more strategies to help children learn to share resources and take turns in activities to help minimise disruption in their play
- provide extensive opportunities for children to understand that print carries meaning, to help encourage their early reading skills.

### 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.
- The inspector took parents' views into account through their written evaluations and feedback.

### Inspector

Josephine Afful

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands child protection requirements and knows what action to take if she has any welfare concerns. She attends regular training which contributes to her secure understanding of wider safeguarding issues. The childminder keeps concise documentation on children, such as records of attendance. She regularly liaises with her local authority and other childminders to exchange information to help continually improve her knowledge and the outcomes for children.

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

The childminder regularly checks that teaching is effective and improving. For example, since the last inspection, the childminder has improved how she tracks children's progress. This helps her to identify any gaps promptly and provide activities based on children's learning needs. The childminder extends children's interests well. She provides activities and resources that are exciting and challenge children's learning further. For example, when children become fascinated with the sound of running water, the childminder quickly introduces a water play activity to extend their curiosity. In addition, she compares the volume of the water in different sized cups to help encourage early mathematical skills in the setting.

### Personal development, behaviour and welfare are good

The childminder provides children with a safe and welcoming environment. Children move around the childminder's home independently, choosing the toys they want to play with. Children are fully aware of routines and the childminder helps them to understand how to manage risks for themselves. For example, young children know that they need to stop what they are doing and quickly run towards the fire assembly point once they hear the fire alarm. Children enjoy a variety of healthy fruits and vegetables for snacks. They also have daily opportunities for fresh air and exercise, including the use of the childminder's garden and walking to playgroups. All these help to successfully promote their physical well-being.

### Outcomes for children are good

Children are confident and motivated learners. Young children develop very good communication and language skills and they use language as a great tool to communicate their needs. Children are very active and develop good physical skills. For example, young children enjoy riding and balancing resources to learn how to coordinate their bodies in different ways. They also begin to acquire independence skills, such as putting on their coats and managing zips. They are well prepared for their next stage of learning and in readiness for their move on to primary school.

## Setting details

<b>Unique reference number</b>	124398
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1048643
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	

The childminder registered in 1992 and lives in the London Borough of Croydon. She provides care Monday to Friday, all year round.

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