

Childminder Report

Inspection date	4 January 2017
Previous inspection date	8 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous 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 and her assistants are friendly and caring. They help children learn to play cooperatively with each other and to understand what behaviour is expected of them. Children are settled and emotionally secure in the childminder's care.
- The childminder provides a range of opportunities to help children develop their early literacy skills. For example, older children learn to identify the initial sounds of words and younger children listen to an alphabet song and explore magnetic letters. Children make good progress towards the next stages in their learning.
- The childminder evaluates her practice regularly and plans well for improvements. She has successfully met the recommendation set in the previous inspection. For example, she has introduced further ways to support parents' participation in children's learning and to seek their views in the self-evaluation process.
- The childminder provides regular opportunities for children to help develop their understanding of technology. For example, children enjoy exploring electronic resources.

It is not yet outstanding because:

- The childminder does not consistently extend on children's understanding of how to keep themselves safe.
- Occasionally, the childminder misses opportunities to help fully extend children's learning.

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 opportunities to extend children's awareness of how to keep themselves safe
- make the best use of all opportunities to fully extend on children's learning.

Inspection activities

- The inspector observed children and their interactions with the childminder and her assistants.
- The inspector viewed a sample of documents including children's learning records.
- The inspector held discussions with the childminder and her assistants as and when appropriate.
- The inspector took account of the views of parents and children.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a clear understanding of the procedures to follow to protect children's welfare. The childminder makes good use of her training, knowledge and skills to help ensure she meets the requirements of the early years foundation stage. For example, she has reviewed her child protection policies and procedures and has planned how to share updates with her assistants and with parents. She supervises the work of her assistants regularly and guides their work effectively to help improve their teaching practice. She takes account of her assistants' views to help identify the strengths and weaknesses of her provision. She monitors children's progress effectively and works in close partnership with parents and other professionals who work with the children to help reduce gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder plans activities effectively to help stimulate older children's curiosity to explore their early literacy skills, such as making meaningful marks. For example, children excitedly chose from coloured pencils and felt tip pens to practise forming letters. The assistant helped them learn to name the colours as they chose them; this helps prepare them for their later creativity too. She provided verbal cues to guide their writing. This helps children learn to follow simple instructions and contributes to their communication and language development. The childminder plans a range of activities to help children learn about people from around the world, the languages they speak and the food they eat. This helps build on their understanding of diversity and the wider community.

Personal development, behaviour and welfare are good

The childminder provides opportunities for older and younger children to share their learning experiences. For example, children chat happily as they share a book and look at the pictures together. This helps them build positive relationships with each other and contributes to their personal, social and emotional development. The assistant supported children well to help them learn to persevere and complete tasks, for instance, when they practised forming letter shapes. This helps children build on their independence skills during learning activities. Children develop a healthy lifestyle, for instance, they have regular opportunities to exercise on outings and in the childminder's garden.

Outcomes for children are good

Older children build on their mathematical skills, for example, they confidently identify number symbols up to nine. Young children develop their physical skills well, for example, they explored pressing, turning, sliding and clicking knobs and buttons to operate a pop-up toy. Children make good progress from their starting points and develop skills that prepare them well for their move on to school.

Setting details

Unique reference number	158872
Local authority	Croydon
Inspection number	1068560
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	14
Name of registered person	
Date of previous inspection	8 January 2014
Telephone number	

The childminder registered in 2001. She lives in Thornton Heath, in the London Borough of Croydon. She receives funding for children aged two, three and four years. The childminder provides care all day, on weekdays, for most of the year.

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