

Childminder Report

Inspection date

20 February 2017

Previous inspection date

5 March 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

- Overall, the childminder meets the needs of each individual child in her care and offers a wide range of developmentally appropriate activities. Children make good progress in their learning.
- The childminder takes the lead in risk assessing the home effectively to help ensure that children can play safely.
- The childminder monitors children's progress well. She shares her findings with parents and involves them in their children's learning to provide consistency between the setting and home.
- The childminder, co-childminder and her assistant set positive examples of how to treat others. They develop caring relationships with the children. For example, they teach them to respect each other, to be tolerant and play well with one another.
- The childminder accesses material online and attends childcare forums to continue updating her knowledge and improve the quality of her practice.

It is not yet outstanding because:

- The childminder does not make the best of opportunities to engage children in activities that reflect their home language and individual backgrounds, and those of other people, to extend their understanding of the world.
- The childminder does not consistently obtain information from parents about their children's abilities when they first start, to help her plan more precisely from the outset.

What the setting needs to do to improve further

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

- develop the opportunities for children to learn about the similarities and differences between themselves and others to support their understanding of the world
- extend the partnerships with parents to gain more information about what children can do before they join to help plan more precisely for what they need to learn next.

Inspection activities

- The inspector spoke to the childminder, co-childminder, assistant and the children at appropriate times during the inspection.
- The inspector observed the childminder's interactions with the children.
- The inspector sampled a range of documentation, including policies and procedures, and children's records.
- The inspector conducted a tour of the premises that the childminder uses for childminding purposes.

Inspector

Patricia Edward

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibility towards the protection of children. She knows the signs and symptoms that may alert her to any concerns about a child's welfare and how to report these. The childminder, together with her co-childminder and assistant, has effectively implemented systems to evaluate the quality of their practice. For example, they seek the views of the parents via questionnaires to reflect on, and maintain, good practice. As a result of effective self-evaluation, the childminder now uses an online system to support her business to enhance the quality of her communication and the teaching and learning. The childminder and her co-childminder provide guidance and support to the assistant through daily discussions to highlight good practice.

Quality of teaching, learning and assessment is good

The childminder effectively observes and assesses children's progress and uses this information well to plan enjoyable, thoughtful and challenging experiences for them. This helps the childminder and colleagues to fully identify and close any gaps in children's learning achievements. Children's mathematical skills progress well. For instance, children develop number recognition as they throw balls into numbered buckets. Children also learn how to tend to growing things. For example, they plant and tend strawberries and potatoes, which they help to harvest. The childminder has developed good partnerships with other settings children attend to support consistency in their learning.

Personal development, behaviour and welfare are good

The childminder helps children to behave well and be polite. She provides them with good support and builds on their emotional well-being, for example, with consistent and ongoing praise. Children's independence and self-care skills are promoted well as the childminder helps them to understand how to adopt healthy lifestyles. For instance, children enjoy everyday opportunities to use her well-resourced garden for physical play and planned walks in the local community. The childminder also teaches children how to be safe. For example, she talks to them about the importance of road safety.

Outcomes for children are good

Children make good progress in relation to their starting points. They successfully develop key skills needed for their next stage in learning and move to school. Children learn to manage tasks for themselves. They confidently explore interactive toys. For example, children learn to push and twist buttons and delight in the sounds that occur.

Setting details

Unique reference number	EY464252
Local authority	Croydon
Inspection number	1069408
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	5 March 2014
Telephone number	

The childminder registered in 2013. She lives in Thornton Heath, in the London Borough of Croydon. The childminder operates her service from Monday to Friday, all year round. The childminder works with another childminder and an assistant.

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