

Childminder Report

Inspection date

31 May 2017

Previous inspection date

4 February 2015

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 forms strong partnerships with parents and other professionals, to help improve consistency in children's learning experiences.
- The childminder effectively encourages all children's communication and language skills. For instance, she regularly asks careful questions, models and repeats words, to extend children's language skills.
- The childminder observes children well and makes accurate assessments of what they know and can do. She involves parents in planning accurate next steps in their children's learning. All children make good progress in their development.
- The childminder is a good role model. She reminds children to take turns, share and tolerate others. Children are well behaved.
- The childminder provides children with many opportunities for physical exercise. She helps children enjoy a variety of experiences, such as during frequent trips to places of interest. Outcomes for children are good.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to help children experiment in their play and to broaden their understanding of the world around them.
- The childminder does not make the most of opportunities to encourage children to manage some things by themselves, to build on their growing independence.

What the setting needs to do to improve further

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

- use everyday opportunities to encourage children to explore as they play, and to extend their understanding of changes in the natural world
- make better use of opportunities as they arise to help children do things for themselves and encourage their independence even more.

Inspection activities

- The inspector sampled relevant documentation, including children's records and some of the childminder's policies and procedures.
- The inspector observed activities and discussed these with the childminder to explore the impact they had on children's learning.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.
- The inspector took account of parents' written views and feedback about the childminder's provision.
- The inspector spoke to the childminder and children at convenient times during the inspection.

Inspector

Marvet Gayle

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her provision well to help identify areas for improvement and address them quickly. For example, since her last inspection, she has improved opportunities to help children develop their early writing skills. The childminder regularly updates her knowledge and skills, which she uses well to maintain her good-quality teaching and effectively support children's learning experiences. The childminder monitors and tracks individual and groups of children's development to ensure they make good progress. Safeguarding is effective. The childminder has a strong understanding of the possible signs and symptoms that might indicate a child's welfare is at risk. She knows the procedures to follow to help prioritise children's safety. The childminder ensures that safety in the environment and on outings is well maintained to help support children's well-being. Parents speak positively about the childminder.

Quality of teaching, learning and assessment is good

The childminder provides good interaction and keeps children interested and engaged. For example, she introduces play experiences, such as using rods and ducks, to help children extend their concentration. The childminder offers opportunities to help children learn about measuring, for example, when exploring big and small scoops. The childminder encourages children to learn about technology. For instance, she teaches children to learn about operating toys effectively. The childminder provides good opportunities for children to develop their imaginations and make links with real-life experiences.

Personal development, behaviour and welfare are good

The childminder provides a calm and nurturing environment. She is very sensitive towards meeting the needs of children, to help them feel secure. The childminder responds positively to children, and helps them feel confident and assured. For example, she praises children for their efforts and achievements. The childminder supports children's emotional well-being effectively. She listens and acknowledges their feelings well. The childminder teaches children simple, effective practices to help them understand how to keep safe. For example, they learn what to do in the event of an emergency.

Outcomes for children are good

All children show that they are happy, comfortable and secure in the childminder's care. For example, younger children have good social skills and speak confidently. They are motivated and eager to take part and learn. They learn about numbers and older children practise their early writing skills well. Children cooperate well, and learn to respect and value others. They gain key skills for the future and are prepared well for the next stages in their learning and for starting school.

Setting details

Unique reference number	124797
Local authority	Croydon
Inspection number	1089293
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	4 February 2015
Telephone number	

The childminder registered in 1992. She lives in Coulsdon, Surrey. The childminder offers care from 7.30am to 6pm on Monday to Friday, all year round, excluding bank holidays and family holidays.

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