

Childminder Report

Inspection date

14 March 2018

Previous inspection date

18 September 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 gives children consistent messages about her expectations for their behaviour. Children listen to the childminder and respond well to the boundaries and rules she sets. They learn to control their feelings and emotions well and are kind to others. Their emotional well-being is effectively supported.
- The childminder is committed to her professional development. She is very pro-active in seeking training opportunities to support her in improving the quality of her practice. She has established strong links with other local childminders and local authority advisers. This helps the childminder to keep up to date with legislation.
- The childminder has good systems in place to record children's learning. She carefully observes children and shares observations with parents on a regular basis. Parents are encouraged to share children's learning at home. The childminder uses this information to help her to plan for what children need to learn next.
- Children are happy, settled and confident in the childminder's care. They understand the daily routines and follow them very well. For example, toddlers understand the importance of cleaning their hands before eating and sitting at the table during snack time.

It is not yet outstanding because:

- The childminder's evaluations do not consistently support her to identify sharply focused areas for future developments.

What the setting needs to do to improve further

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

- refine evaluations to identify sharply focused areas for development and improve practice to outstanding levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Amy Keith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder carries out thorough risk assessments and takes necessary actions to keep children safe. She is confident about local safeguarding procedures, so she knows what signs to be aware of and the procedures to follow if she has any concerns about a child's welfare. The childminder has established very strong links with the local school. She ensures that daily communication with teachers supports children to make good progress in their learning and development. The childminder has good systems in place to support children when for their eventual move on to school.

Quality of teaching, learning and assessment is good

The qualified and experienced childminder knows children well and understands how they learn and develop. She provides good opportunities for children, which interest them, offer them challenge and keep them successfully engaged and motivated to learn. For example, they listen carefully as the childminder reads their favourite stories. She asks a range of questions and talks about the pictures in detail. This successfully supports toddlers to develop their understanding of the story. The childminder regularly observes and monitors children's learning. She highlights any gaps in their development and provides children with good support to help them move on to the next stages of their learning. She supports their independence and self-help skills effectively. For instance, toddlers learn to tidy up as they play.

Personal development, behaviour and welfare are good

Children settle quickly and enjoy the time they spend with the childminder from a young age, they build warm and trusting relationships. The childminder takes children on regular outings, including trips to the library, local parks and playgroups. Children learn about their wider community and have lots of opportunities to socialise with children of different ages. The childminder provides many opportunities for children to develop their physical skills and teaches them how to manage their own safety. For example, toddlers learn how to climb up and down the stairs into the main play room safely, under supervision of the childminder.

Outcomes for children are good

All children make good progress from their starting points. They are motivated to learn and independently select resources as they play. For example, children spend long periods of time playing with the dolls. They pretend to change their nappies and feed them. Toddlers explore a range of mark making equipment. They create pictures and talk to the childminder about what they are drawing. They are well prepared for the next stage in their learning.

Setting details

Unique reference number	158900
Local authority	Croydon
Inspection number	1127284
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	18 September 2015
Telephone number	

The childminder was registered in 2000. She lives in the London Borough of Croydon. The childminder has an early years qualification at level 3. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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