

Childminder Report

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| Inspection date | 5 July 2018 |
| Previous inspection date | 9 October 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 plans her curriculum well and provides a wide range of interesting activities that stimulates children and motivates them to learn.
- The childminder supervises her assistant effectively to identify training needs and improve the quality of teaching.
- The childminder actively promotes equality and diversity through her policies and practice. Children access books and toys that positively reflect different cultures.
- The childminder is sensitive to children's individual needs. Children are emotionally secure in her care and attention. The childminder promotes children's well-being well.
- The childminder supports children's social interactions and physical development effectively. Children access the open spaces and local parks, and enjoy interacting with their peers.
- Children demonstrate good independence skills. They confidently attend to their personal needs and make decisions about their play and learning. This helps to prepare them well for future learning and the move to school.

It is not yet outstanding because:

- At times, the childminder asks a lot of questions, but does not wait for children to respond, which prevents them from engaging fully and responding with their own ideas.
- The childminder does not consistently use assessments of children's progress as well as she could, to identify next steps precisely and share them with parents.

What the setting needs to do to improve further

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

- give children time and opportunity to think about their ideas and respond to questions
- build on the systems to identify and assess children's individual next steps and consider this information more precisely, to enable consistent information sharing with parents.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke with the childminder at appropriate times and carried out a joint observation.
- The inspector sampled documentation, such as policies and children's records.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector viewed the areas of the property available for childminding, including the inside and outside area.

Inspector

Angela Colman

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows how to identify the possible signs of abuse and is aware of her responsibilities to protect children. The childminder and her assistant ensure they continue safeguarding training to update their awareness of how to protect children, such as from extreme views or harm. Partnerships with parents and school are effective. For example, the childminder gathers information from parents to enable her to support and share children's learning with teachers at the school. The childminder knows the children well and monitors their development closely to ensure they continue to make good progress. The childminder and her assistant drive improvements forward well. For example, they observe good practice at a childminder's home to support their reflective practice, and make changes that benefit the children.

Quality of teaching, learning and assessment is good

Children are interested in a wide range of activities. They show high levels of confidence and independence as they engage in outdoor water play. For example, children eagerly fill the water tray with more water from the outdoor tap when needed and water the plants where the earth looks dry. The childminder encourages children to develop their understanding of floating, sinking, weight and size well. She provides a narrative to their play to extend their learning and understanding. The childminder encourages children to develop their mathematical understanding and provides resources to extend their language, such as adding numbers, toy animals and insects to the water play. The childminder uses children's interests effectively to promote learning during play. Children concentrate on their play for extended periods at their chosen activities.

Personal development, behaviour and welfare are good

Children support one another and form strong emotional attachments with the childminder. They feel secure and confident about sharing their feelings. Children behave well. They demonstrate respect for each other and confidently use resources from different play areas in the childminder's home to add to their learning. They enjoy working together to tidy up the toys at the end of the activity. The childminder's supportive role modelling and following children's interests in the environment encourage children to become very independent. For example, children are encouraged to learn about insects by learning about caterpillars and caring for butterflies. The childminder provides many opportunities for children to explore different environments, and they regularly attend the forest school and soft play. The childminder promotes good hygiene procedures. She follows robust routines when changing children's nappies or preparing snacks, contributing to keeping children healthy.

Outcomes for children are good

Children are interested and inquisitive. They are keen to learn, and make good progress in their development. They are sociable and demonstrate high levels of self-confidence. Young children listen well, follow instructions and are confident communicators. They form close friendships and enjoy playing together. Children are creative thinkers and are keen to explore and develop the activities provided.

Setting details

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| Unique reference number | EY435985 |
| Local authority | Croydon |
| Inspection number | 1125615 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of registered person | |
| Date of previous inspection | 9 October 2015 |
| Telephone number | |

The childminder registered in 2011. She lives in Norbury, located in the London Borough of Croydon. The childminder operates her service Monday to Friday, all year round. The childminder works with an assistant.

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