

# Childminder report

<b>Inspection date</b>	21 November 2018
Previous inspection date	10 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The childminder promotes children's language skills successfully. She listens carefully and gives older children time to explore, speak, think, and express their ideas, while encouraging younger children to express themselves as they babble. For instance, she asks older children questions and gives meaning to younger children's gestures.
- The childminder builds strong partnerships with parents. She uses these partnerships effectively, to help children to settle and to support their development. She provides good consistency for children to help extend their interests. For example, she gathers detailed information from parents about what children can do and what interests them, before they start.
- The childminder monitors children's development accurately. She quickly identifies any emerging gaps in their learning and plans appropriate next steps. Children make good progress from their starting points.
- The childminder interacts well with children and helps them to feel safe, secure and build strong attachments with her. She encourages children to be very confident and promotes their emotional well-being effectively. Children seek reassurance from the childminder when needed and she uses praise well to help develop their self-esteem. Children's behaviour is good.
- The childminder provides regular opportunities for children to enjoy outdoor play. She helps children to broaden their understanding of the wider world and the importance of leading healthy lifestyles.
- The childminder evaluates the quality of her practice and provision well. She obtains the views of parents and children to identify areas for development and help her improve.

### It is not yet outstanding because:

- The childminder sometimes does not identify when activities are too advanced for young children, or make provision to help encourage their interest and learning further.
- The childminder occasionally misses opportunities to help older children understand and learn to accept the needs of younger children during activities.

## What the setting needs to do to improve further

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

- review the organisation of some activities presented to children, to ensure these experiences consistently support the age and stage of children's learning
- use everyday opportunities to help older children develop further their understanding of the needs of younger children and extend their learning.

### Inspection activities

- The inspector observed the quality of teaching and the childminder's interactions with children. She assessed the impact of these on children's learning.
- The inspector discussed and evaluated the activities provided with the childminder.
- The inspector took account of the written views of parents.
- The inspector looked at a range of documentation, including evidence of the suitability of persons living in the home. She also discussed the childminder's safeguarding procedure.
- The inspector viewed the areas of the house and garden used by the children.

**Inspector**  
Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has successfully addressed her recommendations from her last inspection. The childminder now regularly discusses children's starting points with parents. She informs parents of the different experiences she offers children, which helps her to evaluate her practice and setting well. The childminder attends training and she is active in meeting with other childminders. These opportunities help her to maintain her good knowledge and quality of teaching to improve outcomes for children. Safeguarding is effective. The childminder has a good understanding of how to recognise and respond to concerns about a child's welfare. The childminder carefully reviews children's progress over time to identify any gaps in their development. She discusses these with parents and she is aware to work with other professionals as necessary.

### Quality of teaching, learning and assessment is good

The childminder creates a stimulating learning environment for children to play and learn. She works with parents to make sure her regular assessments of children's development are accurate and reflect what children can do at home. The childminder uses lots of talking, asks questions, stories and introduces different vocabulary to promote the speech and language skills of children very well. For example, she talks to older children about what they are interested in, such as stick insects and hedgehogs. The childminder is very responsive to the babbles of younger children and uses lots of eye contact to help them understand. The childminder helps children develop their understanding of the world. For example, older children use magnifying glasses to explore items of interest. She effectively teaches children about numbers, for instance, she helps older children to recognise numbers one to 10.

### Personal development, behaviour and welfare are good

The childminder supports children to develop healthy lifestyles. She works in partnership with parents to make sure children have a balanced diet and gives them opportunities to try different foods. The childminder motivates children to get involved in activities, such as going for walks. She praises children's efforts and achievements well and helps them to feel valued. The childminder makes good use of daily routines to help children settle, and praises children as they learn to wash their hands. She encourages children to be independent, for instance, older children learn to care for their personal needs. The childminder provides opportunities to develop children's social skills and become familiar with cultures beyond their own family and her setting.

### Outcomes for children are good

Children make good progress in their development and are well prepared for their next stage in learning. Younger children delight in experimenting with sounds, for example, as they bang two items together. Children are sociable, they listen well to stories and join in with repetitive verses and lifting flaps. Older children develop their early reading and writing skills well. Children are excited to learn, they concentrate well and learn to take turns. They are well prepared for starting at nursery or school.

## Setting details

<b>Unique reference number</b>	124592
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10062311
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 December 2015

The childminder registered in 1996. She lives in South Croydon, in the London Borough of Croydon. The childminder operates Monday to Friday, from 7.30am to 6pm. She provides free early education for children aged two, three and four years. The childminder holds a relevant early years qualification at level 3.

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Piccadilly Gate  
Store Street  
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