

Childminder report

Inspection date	24 August 2018
Previous inspection date	8 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The childminder uses effective methods to assess the quality of her setting. She actively seeks the views of parents. For example, she uses information gained from feedback sheets to help her improve her provision.
- The childminder demonstrates the use of mathematical language in play, such as counting and identifying colours, shapes and sizes to support children's learning.
- The childminder helps children to develop their awareness of diversity and promotes a caring approach. For instance, the children make regular visits to a residential home where they learn to be patient and improve their conversation and language skills when interacting with the elderly.
- The childminder is supportive, kind and caring when dealing with children's anxiety. Children are encouraged to overcome their fears, for example, when dealing with insects.

What the setting needs to do to improve further

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

- strengthen the tracking of children's achievements to target planning and help children make the best possible progress.

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at documents used by the childminder, including children's records, policies and procedures.
- The inspector spoke with the childminder about her understanding of safeguarding and welfare requirements.
- The inspector looked at written feedback provided by parents.

Inspector

Julie Newton-Smith

Inspection findings

Effectiveness of leadership and management is good

The childminder has a good relationship with the children in her care and knows them well. She effectively promotes mutual respect between herself and the children at the setting. The childminder has improved the way in which she interacts and works in partnership with parents since her last inspection and has a good working relationship with parents. Information is exchanged on a regular basis so that children's development is supported in the setting and at home. The childminder uses feedback from parents to help her improve and evaluate her practice. Safeguarding is effective. The childminder understands how to keep children safe and knows the action to take if she has concerns that they are at risk of harm. The childminder undertakes regular training to help her support children's learning and uses outside agencies and networks to improve her practice. The children learn about different cultures, faiths and diversity, for instance, by taking part in festivals and activities, in the setting and at the local children's centre. The childminder provides a broad range of activities to keep children interested and engaged and to help them progress to the next stage in their development.

Quality of teaching, learning and assessment is good

The childminder identifies gaps in children's development through observations and tracking. She puts measures in place to address these, providing activities and resources that promote children's understanding. For example, she tailors counting games, puzzles and homemade resources to each child's individual needs. The childminder has used recent training to support children's learning and her own professional development and understanding. For instance, she has honed her teaching skills, helping children to recognise that numbers and letters are everywhere and used continually in everyday situations. The childminder uses verbal prompts and questioning to encourage children to be critical thinkers. For example, she encourages them to express their thoughts and to think about how they might do things.

Personal development, behaviour and welfare are good

The children are well behaved. They are kind to each other and are happy and confident to share their experiences with others. The childminder encourages children to be independent, creative thinkers and learners. For example, she provides activities to promote the development of children's confidence and problem-solving skills. The childminder supports children to form a secure attachment to her, nurturing their well-being effectively. She helps them to learn how to negotiate with others to resolve conflicts and teaches them to respect others.

Outcomes for children are good

Children make good progress from their starting points and are supported in gaining key skills needed for the next stage in their development. Children have opportunities to make choices. They are provided with activities that support their well-being and help to increase their self-esteem. They are encouraged to work together and support one another. Children are supported to stay healthy. For example, they eat produce grown on the premises and take part in daily physical exercise. Older children are encouraged to be independent and learn a range of skills that prepares them well for school.

Setting details

Unique reference number	124277
Local authority	Croydon
Inspection number	10062327
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	8 March 2016

The childminder registered in 1994. She lives in Coulsdon, in the London Borough of Croydon. She cares for children from Tuesday to Friday throughout the year. The childminder is eligible to receive funding for the provision of free early education for children aged two, three and four years. She holds a relevant childcare qualification at level 3.

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