

# Childminder report

<b>Inspection date</b>	11 March 2019
Previous inspection date	9 July 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

### This provision is good

- The childminder provides a welcoming environment for children where they easily choose from a good range of resources and play materials to support their interests and learning.
- The childminder successfully promotes children's emotional and physical well-being. For example, she is sensitive to children's individual needs and routines, and plans the day to meet these well. Children's behaviour is good.
- The childminder has established strong partnerships with parents and professionals, and works well with them. She shares information daily to help ensure that they work together to support children's all-round care, learning and development. Parents comment positively about the benefits of their daily communication and being involved in their children's learning.
- The childminder evaluates her practice and uses feedback from children, parents and other professionals to maintain her good-quality teaching and provision and to help provide positive outcomes for children.
- On occasions, the childminder does not use questions as well as possible to encourage children to think widely and express their thoughts and views.
- The childminder provides few opportunities to help children understand people's similarities and differences in order to extend their learning.

## What the setting needs to do to improve further

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

- use questions more skilfully to enhance children's thinking skills and promote their learning to higher levels
- provide more opportunities to help broaden children's understanding of people's similarities and differences in the wider world.

### Inspection activities

- The inspector viewed all areas of the childminder's home used for childminding purposes and discussed children's safety.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning. She evaluated planned activities with the childminder.
- The inspector looked at relevant documentation, including policies, children's learning records and evidence of the suitability of all adults living and working in the home.
- The inspector took account of the written views of parents.

**Inspector**  
Marvet Gayle

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder provides children with a safe and secure environment. She undertakes regular risk assessments to help ensure the areas used by children are free from hazards. The childminder is aware of the procedures to follow if she has a concern about a child's welfare. She works closely with other childminders, which supports her in developing her knowledge and skills, and she continually monitors her practice. This helps her to maintain good outcomes for children. The childminder has successfully addressed the recommendations from her last inspection. For example, she plans specifically to meet children's individual learning needs. She enables children to develop their creative and mathematical skills well. Parents express their long-standing appreciation of the contribution the childminder makes to their children's lives.

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

The childminder has established effective procedures for observing children's abilities and planning their next steps in learning. She plans interesting and enjoyable activities to meet children's identified goals, drawing on their individual interests. Parents are actively encouraged to contribute their views about their children's learning and development. Children confidently initiate their own play and use their imagination well. For instance, they use a toy waggon to skilfully try and transport themselves around. The childminder helps children to learn about different insects, and reads stories the children know and enjoy to help them understand. She interacts very well with children and encourages their listening and attention skills well.

### Personal development, behaviour and welfare are good

The childminder is responsive and enthusiastic in her manner. She celebrates children's achievements through praise and compliments which help to elevate their self-esteem. Children are provided with opportunities to be active and to make healthy choices, for instance through discussions about different fruits and their taste. The childminder is skilled at promoting children's knowledge of right and wrong, and manages children's behaviour effectively. For example, she talks calmly and sensitively with children and helps them to understand how their actions may affect others. The childminder uses the local community well to extend children's learning, and provides ample experiences for them to socialise and develop wider relationships.

### Outcomes for children are good

All children make good progress from their starting points and are working within expectations for their age. Children are happy, secure and confident, and form strong relationships with their peers and the childminder. They enjoy learning and thrive on the praise and encouragement they receive when learning new skills. Children develop early mathematical skills, such as the value of numbers, amounts and size. Older children develop good independence in their self-care and they manage tasks, such as toileting and washing their hands, independently. Younger children develop in confidence and become curious learners. Children are well prepared for the next stage in their learning and eventually school.

## Setting details

<b>Unique reference number</b>	124764
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10062312
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	9 July 2015

The childminder registered in 1997. She lives in Shirley, in the London Borough of Croydon. The childminding service is available Monday to Friday from 7.30am to 6pm. The childminder receives funding for the provision of free early education for children age two, three and four. The childminder has a relevant early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

