

Childminder report

Inspection date	15 March 2019
Previous inspection date	1 December 2015

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 forms very secure relationships with children. She gains information from parents about children's care and learning needs when they first start. Children are very happy and settled and explore the environment with confidence.
- The childminder plans interesting activities that keep children engaged. Children have great fun as they learn and participate eagerly in activities. They successfully develop the skills they need for the next stage in their learning, including pre-school and school. For example, they confidently complete tasks and have strong speaking and listening skills.
- The childminder promotes children's learning effectively. She accurately monitors their achievements to ensure they make good progress in their development.
- The childminder forms strong partnerships with parents. She routinely exchanges information with parents, which helps her to skilfully and sensitively help children of all ages form secure bonds. Children demonstrate good manners and friendly behaviour.
- At times, the childminder does not encourage older children to identify different quantities, make comparisons and be aware of time as they play, to help extend their mathematical knowledge further.
- Occasionally, the childminder does not use opportunities as they arise to help children understand how and why changes occur and extend their knowledge of technology.

What the setting needs to do to improve further

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

- use opportunities as they arise to strengthen children's knowledge of how and why changes occur and support their understanding of the world even more
- expand older children's understanding of time, simple addition and comparing quantities to enhance their learning to greater levels.

Inspection activities

- The inspector viewed the areas of the home used by children and discussed risk assessment.
- The inspector viewed relevant documentation, including children's records, evidence of paediatric first-aid training and public liability insurance.
- The inspector asked the childminder questions throughout the inspection to establish her understanding of how to safeguard children and how she monitors their learning and development.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector sampled written feedback from parents about the childminder's service and discussed with the childminder how she evaluates her provision to bring about improvements.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes regular training and has created a culture of vigilance where children's safety is continuously promoted. She knows what to do if she has concerns about a child's welfare. She focuses well on her professional development and makes good use of training, to help give her a greater understanding of how to support children's learning. She has developed positive relationships with parents and regularly communicates with them to share information about children's care and learning. These positive interactions promote children's learning at home and in the setting well. The childminder monitors her practice well. She seeks the views of parents, children and other professionals, to help identify her strengths and areas to improve. This helps to maintain good standards and continuously promote positive outcomes for children.

Quality of teaching, learning and assessment is good

The childminder interacts very well with children and encourages them to participate in a range of activities. She uses the information gathered from observations of children to plan activities that help them to progress further. The childminder provides many experiences to develop children's imagination. For example, they engage in role play such as playing with small-world toys. The childminder uses children's interests to extend their communication and language skills well. For instance, children join in story time with props and repeat phrases and words. They talk about what is happening and make predictions about what will happen next to the animals in the story. The childminder encourages children to think critically and to solve problems. For instance, she plays games that encourage children to work out which pictures match. The childminder supports children to identify numerals effectively.

Personal development, behaviour and welfare are good

The childminder provides a warm and caring environment that welcomes children and their families. She supports children's emotional well-being effectively, and children show high levels of self-confidence. The childminder provides many opportunities for children to develop an awareness of the importance of leading a healthy lifestyle. For example, they are provided with plenty of opportunities to be active both indoors and outdoors. The childminder provides nutritious food, to help promote healthy eating habits. She uses successful strategies to help children develop good listening skills and understand expected behaviour. For example, she encourages them to be respectful and kind to others.

Outcomes for children are good

Children make good progress from their starting points. They are self-motivated and have lots of fun as they learn. Children are very sociable and understand the need to take turns and share. They show high levels of imagination, for example when they act out familiar experiences and events. They understand complex instructions and know how to use equipment safely. Children participate in lengthy conversations with the childminder and other children. They have developed good self-care skills and are very independent. Children are prepared well for future learning.

Setting details

Unique reference number	124859
Local authority	Croydon
Inspection number	10062314
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 December 2015

The childminder registered in 2000. She lives in Addiscombe, in the London Borough of Croydon. The childminder has a childcare qualification at level 3. She cares for children between 8am and 6pm each weekday, all year round, and provides funded places for children aged two, three and four years.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at 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.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

