

Childminder report

Inspection date	12 April 2019
Previous inspection date	15 February 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 makes effective use of her evaluation process to identify relevant training opportunities. This helps to maintain good teaching practices and children's overall learning experiences. Children achieve positive outcomes.
- The childminder promotes children's home language effectively during play. For example, she works with parents to understand children's level of understanding in Spanish and speaks with them in Spanish and English to aid their communication skills. Children make good progress in their learning and development.
- The childminder provides a range of opportunities for children to be outdoors. For instance, they walk to school and visit the local parks and commons, which benefit children's good health and well-being.
- The childminder builds strong partnerships with parents. She shares regular feedback about their child's day, including ideas on how to extend learning at home. Parents are complimentary about the service they receive and comment on how their children enjoy attending.
- The childminder gives children lots of praise and encouragement, which helps to raise their self-esteem and confidence. Children demonstrate a good understanding of behaviour expectations and show they are emotionally secure.
- Although the childminder monitors children's learning and development, at times, this is not as thorough as it could be in order to target specific areas of learning more precisely and consequently improve their development even further.
- The childminder does not provide many opportunities indoors to help encourage younger children, who are learning to be more mobile, to develop their large-motor skills further.

What the setting needs to do to improve further

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

- strengthen the way children's learning is reviewed to help identify more accurately their stages of development in order to improve their learning even further
- provide more opportunities indoors to help develop younger children's physical skills.

Inspection activities

- The inspector had a tour of the premises and discussed children's safety.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector discussed the activities provided with the childminder and their benefits to children.
- The inspector held a meeting with the childminder and spoke with children and parents.
- The inspector sampled a range of documentation, including the setting's safeguarding policy, accident, incident and medication records, and she reviewed evidence relating to suitability checks for household members.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is familiar with the procedures to follow for reporting any concerns about a child's welfare. All household members have had the required suitability checks. The childminder has a secure understanding of how to deal with any accidents and/or injuries to children, including the need to inform parents. She reflects on and monitors her performance well and seeks constructive feedback to enhance her practice. The childminder accesses training to maintain the quality of her teaching. For example, she has recently attended a course to help support children with special educational needs and/or disabilities (SEND). This has broadened her knowledge of how to help support all children in their learning and she knows how to seek early intervention when needed.

Quality of teaching, learning and assessment is good

The childminder offers a wide choice of toys and resources for children of all ages to help support their learning. She provides interesting and enjoyable activities that encourage children's participation and engagement well. For example, the childminder helps older children to count and identify shapes such as 'flat' and 'circle'. Younger children develop good hand control. For example, they learn to grasp items, putting them in and out of different spaces. The childminder provides children with opportunities to learn about textures, for instance as they play with dough and talk about 'soft' and 'hard'. She encourages children to develop their finger muscles well. For example, the older children learn to cut with scissors and pinch and squeeze the dough. This also helps to develop their early writing skills. The childminder repeats words used by the children and reads books of their choice. This helps children to build their vocabulary and learn the correct pronunciation of words. Parents receive regular updates about their children's daily activities, to support learning at home.

Personal development, behaviour and welfare are good

The childminder is calm and gentle in her interaction with children. She is attentive to their individual needs, and children build secure bonds with her. The childminder provides a safe, welcoming environment and children settle in with ease. She uses age-appropriate boundaries to help children understand expectations. Children's behaviour is good. The childminder encourages children to adopt healthy lifestyles. For example, she ensures children have daily opportunities to access the outdoors and provides healthy meal choices. The childminder provides opportunities to help children understand about the wider community and respect the differences and similarities between themselves and others.

Outcomes for children are good

Children make good progress from their initial starting points. They acquire many new skills to support their future learning. For example, children are confident to explore the toys available, they are engaged and learn to play alongside others. They develop good communication and language skills, and learn to share, listen to each other and cooperate. Children are busy as they enjoy exploring the environment. They develop their imagination well and are self-motivated to learn.

Setting details

Unique reference number	EY419840
Local authority	Croydon
Inspection number	10062385
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	4
Number of children on roll	5
Date of previous inspection	15 February 2016

The childminder registered in 2011 and lives in Norbury, in the London Borough of Croydon. She operates all year round from 7am to 6pm, on Monday, Tuesday, Wednesday and Friday. Occasionally, the childminder works with an assistant.

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