

Childminder report

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| Inspection date | 8 May 2019 |
| Previous inspection date | 10 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 experienced childminder evaluates her practice well and strives to continually develop her service. She actively seeks the views of parents and uses these to help her plan meaningful changes and improvements to her provision.
- Parents value their partnerships with the childminder and give highly positive feedback on her service. They praise the high quality of her care and the wide range of activities and experiences that she provides for their children.
- The childminder provides a good variety of resources to support children's creativity. For instance, children invent simple storylines using small figures and vehicles, create colourful paintings and move their bodies in response to music.
- Children have developed close relationships with the childminder. She is calm and kind in her approach and helps to foster children's confidence and emotional well-being successfully.
- The childminder swiftly attends to children's care needs, such as nappy changes. Children become increasingly independent and begin to manage their own personal care, including feeding themselves and washing their hands.
- The childminder promotes children's listening and speaking effectively. For example, as she reads a book to the children she consistently repeats words, such as the names of animals. She then asks questions to encourage children to use new vocabulary.
- The childminder has not thoroughly explored the ways to involve parents in their children's learning, to further support continuity between home and her setting.
- The childminder does not consistently make effective use of what she knows about children's interests and learning to plan highly challenging activities which extend their learning as much as possible.

What the setting needs to do to improve further

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

- develop further opportunities for parents to contribute to assessments of children's progress and share information about their children's learning at home.
- use information gathered about children's interests and learning more effectively, to plan highly challenging activities for each child.

Inspection activities

- The inspector spoke to the childminder at appropriate times during the inspection to check her understanding of the welfare and learning requirements.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector looked at a range of documentation, including policies and procedures, children's records and written feedback from parents.
- The inspector looked around the areas used for childminding purposes.
- The inspector observed and spoke to children at intervals during the inspection and considered their views and experiences.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of leadership and management is good

The childminder attends regular training to further enhance her professional skills and knowledge. This has a positive impact on children's care and learning. For instance, having attended 'healthy early years' training, the childminder's improvement plans include adapting her menus for children, to ensure that they are more varied and nutritionally balanced. Safeguarding is effective. The childminder has a good understanding of what to do if she has concerns about a child's welfare. She has effective procedures in place to assess risks to children and help keep them safe. For example, children talk about practising their fire-evacuation drill and know what to do if the smoke alarm goes off.

Quality of teaching, learning and assessment is good

The childminder regularly assesses children's abilities to check their progress. She supports children's physical development well and provides many opportunities for them to practice their large- and small-muscle movements. This helps children to learn new skills which support other areas of their learning. For instance, toddlers learn how to transfer coloured rice between containers using spoons, which enables them to use cutlery with more control at mealtimes. The childminder has developed good links with schools that the children also attend and exchanges useful information with them to support children's care and learning.

Personal development, behaviour and welfare are good

Children lead their own play and choose from a good range of toys and equipment in the well-organised environment. This helps to develop their independence and decision-making skills. The childminder provides outdoor play in her garden and plans a variety of activities and outings, which encourage children to be active and contribute towards their physical health. She regularly takes children on visits to local groups, as a way for them to meet with other children and learn to socialise. The childminder praises children for their efforts and achievements, which builds their confidence and self-esteem. She is a positive role model and teaches children to be kind to each other. Children behave well.

Outcomes for children are good

Children make good progress from their starting points. They develop a range of skills to support the next stages in their learning and prepare them to move on to other early years settings. Children show interest in numbers and learn to say these in the correct order as they practise counting. They enjoy looking at books and experiment with making marks, which helps to form a good foundation for literacy. Children learn about technology and discover how things work. They operate simple electronic toys by pressing buttons or moving switches. They explore the different noises that percussion instruments make and learn about sounds and rhythms as they play along to songs.

Setting details

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| Unique reference number | 124486 |
| Local authority | Croydon |
| Inspection number | 10062333 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 10 February 2016 |

The childminder registered in 1991. She provides care all day throughout most of the year. She holds a relevant early years qualification at level 3.

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