

# Childminder report

<b>Inspection date</b>	2 May 2019
Previous inspection date	8 November 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Inadequate	<b>2</b> 4
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 setting has improved strongly since the last inspection. The childminder has completed a variety of relevant training courses and worked with the local authority early years adviser. This has enabled her to improve her knowledge and understanding of safeguarding, learning and development. As a result, she has met the actions set out in the welfare requirements notice.
- Children are happy and settled in the childminder's care. They have good relationships with the childminder and each other. For example, one child excitedly finds a toy that they know another child likes, and gives it to them. This shows consideration for each other during play. Children regularly seek comfort and support from the childminder, who gives them reassurance and cuddles. This shows that they feel safe and secure in the childminder's care.
- Children become independent learners. They keenly express their thoughts and feelings about what they want to do. They are supported well by the childminder, who makes suggestions about where to find different toys. This extends children's learning and helps them to be critical thinkers.
- The childminder promotes younger children's language development effectively. For example, she reminds them to 'use words', rather than pointing or making sounds. As a result, children respond well and use language to express their thoughts or feelings appropriately.
- Although the quality of teaching is good, assessment information is not routinely used effectively to plan more precisely for the next steps in children's learning.
- The childminder shares a good range of information with parents following the two-year-old progress check. However, this information needs summarising with greater clarity so that it is readily available for sharing with other settings or agencies, if needed.

## What the setting needs to do to improve further

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

- strengthen methods of recording the two-year-old progress check so that all required information is collated into the summary and is readily available to share with other settings or agencies, if needed
- use assessment information more precisely to target the next steps in children's learning to help them make even better progress.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during indoor and outside play.
- The inspector had a tour of the areas used for childminding, and the childminder discussed her risk assessments regarding safety and security of the premises.
- The inspector carried out a joint observation of a planned activity with the childminder.
- The inspector discussed the progress children make with the childminder, and looked at children's development and assessment records.
- The inspector took into account the written views of parents, and held discussions with the childminder about how she reflects on her practice
- The inspector looked at a range of documents, and checked the evidence of suitability of all persons living and working in the premises.

#### Inspector

Jo Geoghegan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder shows a strong commitment to leading improvement. She has successfully developed her understanding of safeguarding and knows the appropriate procedures to follow if she has any concerns about a child's welfare, or if any allegations are raised. She has developed her understanding about the types of changes that must be notified to Ofsted and reviewed her use of documentation. She ensures all required information about children in her care is accurately recorded. This helps to safeguard children's welfare. Effective processes to support self-evaluation and professional development are in place. The childminder identifies the strengths of her service, and takes account of the views of parents and children to improve the setting even further. There have been many notable improvements since the last inspection.

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

Children make good progress. The childminder has developed her skills in observation, assessment and planning effectively. Children of all ages fully engage in a broad range of interesting activities and outings that successfully promote all areas of learning. The childminder regularly shares information with parents, and uses guidance to accurately monitor children's stages of development. Children develop their physical control as they enjoy using wheeled toys to push each other along. They thoroughly enjoy stories read by the childminder and join in, making animal sounds and talking about the things they like. This promotes their language skills and interest in books effectively. The childminder demonstrates how to check if toys fit together, and she talks about size and shapes. This helps children to learn early mathematical skills and encourages them to persevere, and develop their interests, while deepening their learning.

### Personal development, behaviour and welfare are good

Many children who are siblings attend, enabling strong relationships to build with families over several years. The childminder knows the children well, and shows high regard for meeting their individual care needs and routines. She works effectively with parents to ensure a consistent approach, for example, when toilet-training. The childminder has updated her first-aid qualification so that she can respond appropriately to promote children's health. Children develop good personal skills as the childminder encourages them to feed themselves, take regular drinks and learn about good hygiene practice. The childminder ensures children's learning is not interrupted by telling them about the daily routines so that they can finish what they are doing. As a result, children behave cooperatively and make the best use of their time.

### Outcomes for children are good

Children make good progress from their starting points. They make independent choices during play and develop good self-care skills. They concentrate well because they are interested and keen to learn. They are well prepared for the next stage in their learning, or when they move on to school. Children enjoy playing imaginatively, and talk about needing the 'emergency ladder'. The childminder responds quickly, talking about the fire engine. This extends their vocabulary and learning effectively.

## Setting details

<b>Unique reference number</b>	EY444331
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10085382
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	8 November 2018

The childminder registered in 2012. She lives in South Croydon in the London Borough of Croydon. The childminder operates her service from 7.30am to 6.30pm on Monday to Friday, for most of the year.

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