

# Childminder report

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Inspection date: 1 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children have developed strong attachments with the childminder and their peers. They are happy and settled in the childminder's welcoming and caring environment. She is a positive role model, and encourages children to use good manners and show respect for each other. Older children help younger children with tasks like putting on aprons and demonstrate a caring and friendly nature. Children behave well and have a positive attitude to learning. For example, children eagerly participate in activities provided for them and concentrate for long periods of time. Young children persevere with using scissors safely, cutting out different-sized shapes to create a picture. The childminder provides praise and children take pride in their achievements, which builds on their self-esteem. However, on occasion during activities, children are not given enough time to think for themselves and contribute their ideas. Children develop strong social skills and interact well together. They learn to share equipment and take turns. Children benefit from regular visits to toddler groups and the library, which increase their social interactions and develop a sense of understanding about their local community. The childminder increases children's imagination skills as they role play and pretend to visit the supermarket.

### **What does the early years setting do well and what does it need to do better?**

- The childminder understands how children learn and plans a broad range of activities to meet their individual needs. She uses observations and identifies their next stage in learning, building on what they can do. However, she does not always monitor progress across all the areas as precisely as possible to ensure any gaps in learning are identified quickly.
- Parents speak highly of the childminder and the service she provides. They appreciate her caring nature and the support given to their children. The childminder regularly shares the children's progress and next steps with the parents. This supports a positive and consistent approach to their care and learning at the childminder's and at home.
- The childminder provides children with many opportunities to be physically active. Older children walk to school and younger children use the garden equipment and local park, to develop their running and climbing skills. The childminder cooks healthy and nutritious meals and snacks. She uses opportunities fully to increase children's understanding of healthy lifestyles.
- Children are supported to develop their communication and literacy skills well. The childminder introduces new words and teaches children the phonetic sounds of letters in their names. Older children practise writing and younger children enjoy singing and stories. However, on occasion, the childminder answers her own questions before giving children time to think and answer for themselves, to extend their language skills further.

- The childminder is committed to making improvements to her setting. She encourages feedback from parents and children and listens to their views. The childminder has identified areas for professional development to help increase her teaching skills to a higher level.
- Children are encouraged to be independent and increase their self-help skills. Younger children wash their hands and attend to their toileting needs. They feed themselves and scrape their plates in the food waste when they have finished eating. Children help the childminder tidy away their toys, which supports them to develop a sense of belonging.
- The childminder has addressed a previous recommendation. She has increased opportunities to include mathematical language and concepts during everyday activities. For example, children help to prepare vegetables for their lunch. They discuss the different sizes, colours and shapes as they chop the broccoli and carrots. Children also count the slices and florets before adding them to a bowl of water ready to cook.
- The childminder teaches children to manage risk and gain a good understanding of keeping themselves safe. They learn about road safety on the walk to school and how to evacuate the home in case of an emergency. Younger children learn the reason for walking inside and how to manage scissors and knives safely.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder regularly completes safeguarding training. She ensures she knows the early years requirements and any changes in legislation. This includes information on radicalisation. The childminder can give examples of signs and symptoms that may indicate a child is at risk. She has policies in place and knows the procedures to follow if she has a concern regarding a child's welfare. The childminder displays information for parents if they have any concerns. She keeps her first-aid training and public liability insurance up to date. She uses risk assessments to ensure any potential hazards are removed to help maintain a safe environment for children to play.

## **What does the setting need to do to improve?**

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

- ensure systems are in place to monitor children's progress more rigorously to identify any gaps in learning as quickly as possible
- allow children more time when answering questions to extend their thinking skills and communication.

## Setting details

<b>Unique reference number</b>	EY399207
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10062378
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	8 February 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Thornton Heath, in the London Borough of Croydon. The childminder has a childcare qualification at level 3 and cares for children between 7am and 5.45pm from Monday to Saturday, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Craig

### Inspection activities

- The childminder carried out a learning walk with the inspector and explained how she organises the curriculum.
- The inspector observed a planned activity and discussed the quality of teaching and interaction with the children.
- The inspector viewed some documentation, including children's learning journals, qualifications and suitability.
- The childminder read feedback from parents and took account of their views.
- Discussions took place between the childminder and inspector at appropriate times during the inspection.

We carried out this inspection 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.

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