

Childminder report

Inspection date: 14 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder provides a safe, warm learning environment. She and her assistants are attentive and listen carefully to what children say. However, bilingual children have limited opportunities to hear their home language within the setting. The childminder is proactive in supporting children's learning through play. Assessments accurately reflect the rate of children's development. She plans carefully for what they need to learn next, such as learning the names of different colours. The childminder organises games to help children to listen and follow instructions as they play. Children are continually engaged and motivated in their play. The childminder has high expectations for all children in her care.

The childminder works well with parents to keep them informed of the themes and children's targets. However, the childminder does not work with the parents from the start to establish a clear picture of what children are able to do. Children of all ages mix well together and behaviour is good. The childminder has devised rules which she and her assistants reinforce with the children. These include, 'we share the toys and are kind to our friends'. This helps children to know what the expectations of behaviour are.

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

- Children enjoy a good balance of freely chosen and adult-led play indoors and in the garden. In the garden they use their hands and tools to explore the soil in the mud kitchen and fill containers. Younger children inform the adults that they are making sandcastles. Children's knowledge of minibeasts is developing well as they learn about the life cycle of the stick insect and butterflies. They use magnifying glasses to closely observe spiders they locate in the garden, all of which helps to develop children's understanding of the world.
- The childminder continually shares information with parents about their children's achievements. However, she does not obtain details of children's starting points when they begin to help her to plan for children's learning needs.
- Children's literacy skills are developing well. They have access to a well-resourced, comfortable book corner. Their joy of books is promoted as they access props from 'The Hungry Caterpillar', which they use to retell the story. Children of all ages enjoy making marks. Younger children confidently use their pencils to create circles and lines, while older children concentrate intently as they use colouring pencils to decorate butterflies, which supports children's early reading and writing skills.
- The childminder and her assistants provide a good model of rich language. This helps children of all ages to understand and develop their words and widen their vocabulary. They sing nursery rhymes and have access to regular story times throughout the day. However, bilingual children have limited opportunities to

hear and use their home language.

- Children make good levels of progress in their overall development. The childminder equips children well for their move on to school. She promotes their mathematical knowledge by encouraging children to count for purpose at snack time. Older children confidently count and identify numbers as they access large numbers which they trace around.
- The childminder reviews her service effectively. For example, her current plans for improvement are to reorganise sleeping arrangements for children. She seeks the views of parents and her assistants, which supports her to continuously develop her provision and meet the needs of children and their families.
- The childminder provides her assistants with training opportunities, informal supervision and access to her procedures. This ensures that her assistants are familiar with all the provision's procedures and their roles.
- Children understand and follow routines. They know they must clean their hands before meals. The childminder provides a healthy menu to support children's physical development. She encourages children to be independent within the setting, for example, feeding themselves, and taking off their shoes and coats when they come in from the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants regularly complete safeguarding training to update their knowledge of child protection and procedures. They have a good understanding of the signs that would indicate that a child is at risk and who to contact if there are concerns for children's welfare. The childminder shares all her policies and procedures, including safeguarding, with her assistants to ensure they fully understand their roles and responsibilities. The childminder and her assistants vigilantly assess the environment to identify and remove any risks, to keep children safe.

What does the setting need to do to improve?

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

- increase the information gathered from parents about their child's learning needs when they first start to establish accurate starting points to support planning
- provide bilingual children with more opportunities to hear and use their home language.

Setting details

Unique reference number	EY342466
Local authority	Croydon
Inspection number	10062370
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	21 March 2016

Information about this early years setting

The childminder registered in 2006. She lives in Coulsdon in Surrey. She cares for children Monday to Thursday from 7.30am to 6pm and on Friday she works from 7.30am to 5.30pm, throughout the year. The childminder holds a relevant qualification at level 3 and works with two full-time assistants.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector completed a learning walk with the childminder to see how she uses areas of her home to meet children's all-round needs.
- The childminder took into account the written views of parents.
- The inspector completed a joint observation with the childminder.
- A range of documentation was looked at, including safeguarding policies, training certificates and adult suitability checks, and the inspector sampled children's learning folders.
- The inspector observed the interactions between the childminder, her assistants and the children.

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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