

Childminder report

Inspection date: 27 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

Children are content and happy in the childminder's care. They are self-assured and show high levels of confidence in play. For example, very young children are curious and constantly busy, exploring toys and finding out how things work. The childminder is very enthusiastic and skilled at extending children's interest. For example, a child's interest in playing in the childminder's garden led to a meaningful activity where the childminder and children collected leaves to feed the pet stick insect. The childminder organises her provision well and sets high expectations for children's learning. For example, younger children become independent learners and manage their own clothing, with some support. The childminder fosters children's interest in reading. She shares many stories with the children and uses props alongside reading for greater enjoyment. Younger children enjoy looking at pages in books independently, and identifying animals in stories. Children acquire good social skills. They are friendly and behave well for their age.

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

- The childminder understands the way children learn, and provides an ambitious curriculum to help them make good progress in their learning. For instance, she provides an exciting range of resources and activities that capture children's interest and motivate them to learn. This helps children to sustain a good level of engagement and concentration in their learning.
- The childminder is highly skilled at supporting children to develop their communication and language skills. For example, she comments extensively on what younger children are doing and asks them stimulating questions to get them to think and respond. As a result, younger children become increasingly confident in expressing their views and wants.
- Children thrive in the learning environment and feel safe and secure. The childminder pays careful attention to children's individual care needs when they start, which helps them to settle in smoothly.
- The childminder has effective strategies in place for partnerships with parents. For example, she routinely shares information about children's care and learning, and provides home-learning activities to strengthen continuity and consistency.
- The childminder recognises the importance of helping children to develop good emotional health and well-being. For example, she supports children to manage different emotions effectively and stay calm in challenging situations. This has a positive impact on the way children behave.
- Children's safety and welfare are given the highest priority. The childminder carries out robust checks every day to ensure the premises are secure and the play equipment is safe.
- Overall, the childminder encourages children to eat healthy foods and provides opportunities for daily outdoor play. This helps to support children's physical

well-being.

- On occasions, the childminder does not offer the necessary support and encouragement that children need to take age-appropriate risks during physical play to further enhance their large-muscle development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in child protection and knows what action to take if any welfare concerns arise. She monitors children's attendance closely and is aware of her duty to prevent and protect children from exposure to situations that may put them at significant risk of harm. The childminder attends regular safeguarding and child protection training to keep her knowledge up to date. She keeps documented records on children, as required, and shares these with parents to help support their child's welfare.

What does the setting need to do to improve?

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

- prioritise ongoing professional development to further enhance teaching and improve learning experiences for children, with particular regard to physical activities.

Setting details

Unique reference number	EY380142
Local authority	Croydon
Inspection number	10062374
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2008. She lives in South Norwood, in the London Borough of Croydon. She offers her service all day from Monday to Thursday during term time, and during some school holidays. The childminder has qualified teacher status and a qualification in childcare at level 3. She receives funding to provide free early education for children age three and four years.

Information about this inspection

Inspector

Josephine Afful

Inspection activities

- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector had a discussion with the childminder about her evaluation of the setting and her plans for improvements.
- The inspector observed interactions between the childminder and children, and the impact this has on children's learning.
- The inspector reviewed relevant documentation, including the evidence of the childminder's suitability, her paediatric first-aid qualification and parents' comments in children's learning records.
- The inspector conducted a learning walk of the play areas.

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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