

# Childminder report

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Inspection date: 17 January 2020

<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**

The childminder works closely with her co-childminder to create an environment where children feel happy, safe and at ease in their care. The childminder has a good knowledge of how children learn and how she can support their development effectively. She provides children with a varied curriculum which consists of a broad range of learning experiences that they are enthusiastic to join in with. For example, children have immense fun as they play musical instruments and use their bodies to move to the sounds that they create. The childminder has high expectations for every child in her care. This supports children to make good progress. Children's behaviour is good. The childminder teaches children to be respectful to others and their environment. Children take an active role in clearing away the toys as they sing the 'tidy up song' before snack time. Children have extremely good fun using their imagination and creativity. For example, they explored textures and developed new vocabulary as they used large model fire engines and their feet to make marks in the sandpit.

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

- Children enjoy their time at the childminder's home. They are curious and motivated to learn. They access an extensive range of resources which they use to follow their own interests. Children learn how to use technology to achieve an outcome. For instance, they access laptops and use the buttons to locate familiar letters and learn how to link the letters to the sounds they represent. This supports them to build on their existing skills and develop new ones.
- The childminder supports children's communication and language skills very well. She continually talks to children about what they are doing and repeats the words to help reinforce the correct pronunciation. This is particularly supportive to children who speak English as an additional language. The childminder further enhances children's language skills by using gestures and reinforcing children's home language during play.
- The childminder develops good partnerships with parents. She provides them with regular updates about their children's day and targets. The parents are encouraged to share children's progress from home to enable them to work closely together to provide consistency in children's development. However, parents are not encouraged to share information about their children's starting points from the onset of their placement.
- Children develop good social skills and build meaningful friendships. They cooperate during their play to enhance their enjoyment of activities. For instance, they get excited as they race cars up and down the playroom floor.
- The childminder encourages children to develop a healthy lifestyle. While parents provide meals, the childminder provides nutritious snacks consisting of fresh and dried fruit. Children visit the childminder's allotment and have

opportunities to learn how fruit and vegetables grow. This supports children to make healthy choices.

- The childminder closely monitors children's individual progress. This helps her to highlight any gaps in their development promptly. She provides children with good support to help close gaps in their learning and make good progress.
- The childminder is highly reflective of her practice. Since the last inspection she has increased opportunities for children to develop their knowledge of mathematical concepts. For example, children gain an understanding of time and numbers. They use a five-minute timer and know that when the sand gets to the bottom it will be time to tidy up and get ready for their snack.
- Although the childminder attends mandatory training such as in first aid, she has not considered targeting her professional development to acquire new skills and knowledge to further improve learning outcomes for children.
- Children have ample opportunities to develop their physical skills on a daily basis. For example, they access the childminder's well-resourced garden and visit local parks to use large fixed equipment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She is confident in recognising the signs that a child may be at risk of harm and is fully aware of the procedures to follow should she have any concerns about a child's welfare. The childminder ensures that she updates her training on wider safeguarding issues. She takes effective steps to assess all areas of her home and the outdoor play area. The childminder closely supervises children and teaches them about safety on outings. She minimises potential hazards effectively to promote the safety and welfare of the children.

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

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

- seek more detailed information from parents about children's capabilities when they first start at the setting
- focus sharply on opportunities for professional development to help raise the already good quality of teaching and practice to the highest level.

## Setting details

<b>Unique reference number</b>	140055
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10062346
<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 at time of inspection</b>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	18 February 2016

## Information about this early years setting

The childminder registered in 2000. She lives in Croydon. The childminder has a childcare qualification at level 3 and cares for children between 8am and 8pm on Monday to Friday, all year.

## Information about this inspection

### Inspector

Trisha Edward

### Inspection activities

- The inspector and the childminder completed a learning walk to discuss how the provision and curriculum are organised.
- The inspector spoke to the childminder, her co-childminder and the children at appropriate times during the inspection.
- A range of paperwork was sampled, including children's records, training certificates, the register and insurance.
- The inspector observed the interactions between the childminder and the children.
- Verbal feedback was gained from parents 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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