

Childminder report

Inspection date: 26 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, relaxed, enjoyable and homely environment. The well-organised areas support the needs and interests of children of different ages. Children are happy and confident. They show a strong sense of belonging as they explore the childminder's home, and choose from a broad range of resources and activities. However, children have limited opportunities to learn about the traditions and faiths of a wide range of people and communities. Children are motivated to learn and make good progress.

The childminder and her assistant are proactive in supporting children to gain effective communication and language skills. They use a number of methods to engage them in meaningful conversations to enhance their speaking and listening skills. For example, regular story and singing sessions, and lots of discussions during play support their learning. The childminder works closely with parents when children start to find out what they know and can do. This helps her to plan effectively for their individual needs. The childminder encourages children to use good manners at all times, and to be respectful to others and their environment. Children behave well.

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

- Children are keen to take part in mathematical challenges throughout the day. They develop a good understanding of counting, shape and mathematical language. They confidently count the flips with the childminder that the back-flipping frog makes. Older children predict whether the frog will do more or less flips the next time. Children are encouraged to solve problems independently and they access a wide range of puzzles.
- The childminder demonstrates a positive commitment to improvement. Her current priorities include increasing cooking activities with the children. She has sought training in this area to enhance her knowledge and gain ideas. The childminder fully supports her assistant to develop her understanding of her role. For example, she encourages her to complete training to enhance her knowledge of how children learn. The childminder seeks the views of her assistant and parents to plan for future developments.
- Children develop excellent attitudes towards a healthy lifestyle. They enjoy a healthy range of meals and snacks, daily. Children are beginning to understand how things grow. They have daily access to fresh air and exercise in the garden. Children concentrated intently as they scooped up sand to create sandcastles. The childminder follows good hygiene routines, and older children are aware they must wash germs off their hands to prevent them getting stomach aches.
- The childminder knows the children very well. She regularly monitors children's development and progress so that she is aware of their individual needs and

progress. She uses this information well to plan activities that she knows children will enjoy, and that will promote their next steps in learning. This ensures that children are continually challenged. Children benefit from a broad curriculum. However, the childminder does not routinely develop their awareness of wider cultures and faiths to help them consider similarities and differences.

- Children's early reading and writing skills are promoted effectively. The childminder creates a print-rich environment where posters and labels help children to learn that print carries meaning. Older children have name cards, and are beginning to identify letters in their name and link the letters to the sounds they make. All of this helps to promote children's school readiness. The childminder uses younger children's favourite books to support their emotional well-being. For instance, those who find nappy-changing routines an ordeal are provided with props from 'Dear Zoo' to distract them.
- Parents are regularly informed about what children learn and the progress they make. However, these links are not extended to other settings children attend. This limits continuity across the settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to identify when a child may be at risk of harm. She places great importance on keeping knowledge up to date, and ensures that she and her assistant undertake regular safeguarding training. She has robust policies and procedures in place, and knows who to contact if she has concerns about a child's safety or welfare. The premises are secure, and the childminder carries out daily checks of the indoor and outdoor environments. Younger children show awareness of their own personal safety as they sit down to negotiate garden steps.

What does the setting need to do to improve?

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

- provide further opportunities to enable children to learn about other cultures and customs
- strengthen partnerships with other early years settings that children attend to ensure the best possible support and continuity for their learning and development.

Setting details

Unique reference number	EY242017
Local authority	Croydon
Inspection number	10137845
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 February 2016

Information about this early years setting

The childminder registered in 2003. She lives in New Addington, in the London Borough of Croydon. She provides care Monday to Friday, from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The childminder and the inspector undertook a learning walk to discuss how the learning environment is organised.
- The inspector completed a joint observation with the childminder.
- A range of documentation was considered, including safeguarding policies, insurance and training certificates, staff suitability checks and children's records.
- The inspector reflected on written and verbal feedback given by parents about the childminder's provision.
- The inspector observed the interactions between the childminder, assistant and the children.
- The inspector spoke to the childminder, assistant and children 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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