

Childminder report

Inspection date	6 June 2019
Previous inspection date	16 November 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder actively seeks the views of parents, children and her assistant to help evaluate her practice and provision. She identifies what works well and areas for improvements to help her extend children's learning experiences and maintain good outcomes.
- The childminder completes thorough risk assessments and supervises children well to help support their safety. She has implemented good systems to help ensure children's continuous safety.
- The childminder provides a welcoming, homely environment to help children feel safe and secure and form strong, positive relationships. Children's behaviour is good.
- The childminder knows the children well and has a good understanding of how they learn. She understands their interests and supports their play and learning well. All children make good progress from their starting points.
- The childminder supports children's health and well-being effectively. She helps children to become aware of leading healthy lifestyles.
- The childminder does not always provide support for her assistant to develop her knowledge and skills further, to help challenge and extend children's learning to even higher levels.
- The childminder has not fully developed practices for sharing information with other early years settings that children attend, to enhance the good continuity children experience in their learning.

What the setting needs to do to improve further

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

- strengthen the level of support provided for the assistant to help them develop their knowledge and skills further and so enhance children's learning
- explore further ways to strengthen the sharing of information with the other early years settings that children attend, to enhance the continuity in children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the childminder and evaluated the quality of teaching.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and checked evidence of the suitability of those living and working in the household.
- The inspector completed a tour of the premises and discussed safeguarding.
- The inspector spoke to the childminder's assistant and the children, and took account of the written views of parents.

Inspector
Marvet Gayle

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough knowledge of child protection procedures and knows the processes to follow if she has concerns regarding a child's welfare. The childminder has clear policies and procedures, which she fully understands and implements well to help keep children safe. These are regularly reviewed to reflect changes. The childminder assesses hazards in her home and on outings effectively. For example, she identifies and minimises potential risks to help promote children's safety. The childminder monitors her provision to ensure children's interests are reflected in the resources and equipment that she provides. For example, she gathers information from parents and uses their views to help her to identify any areas for improvement. The childminder has acted on recommendations from the previous inspection.

Quality of teaching, learning and assessment is good

The childminder uses children's starting points and her assessments of children's development well. She identifies and addresses any gaps in their learning promptly and provides a stimulating environment and purposeful support to help them achieve. The childminder provides children with many opportunities to develop their literacy skills. For example, children enjoy looking at books and listening to stories. Older children join in with repetitive words and rhymes, while younger children begin to handle books with great curiosity. The childminder successfully promotes children's language and communication skills. For example, she sits with children as they play and speaks clearly to them, giving them time to think, and models new words. The childminder and her assistant incorporate children's interests into activities well. For example, they used leaves collected from their walk in the woods to extend their awareness of different herbs.

Personal development, behaviour and welfare are good

The childminder develops positive relationships with children. She provides lots of reassurance, encouragement and praise as they play. The childminder helps children to share, take turns and to show care and concern for their friends. She has a consistent approach to managing children's behaviour. For example, she reminds them of the need to be kind. Children learn how to stay safe and healthy. The childminder discusses different food options and what are healthy choices, and the children enjoy a wide range of healthy meals and snacks. The childminder promotes good hygiene, such as washing hands before eating. She makes good use of facilities outside the home to help encourage children to be physically active. She has a good partnership with parents. They comment that they are very satisfied with the care children receive.

Outcomes for children are good

Children make good progress in their learning. They acquire a range of skills to prepare them well for the next stage in their learning and school. Children practise their counting skills well. They are confident, secure, happy and enjoy their learning experiences. Children express themselves well. Older children show concern for younger ones. They explore, concentrate and engage well. Children develop strong imaginations.

Setting details

Unique reference number	EY260679
Local authority	Croydon
Inspection number	10062318
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 4
Total number of places	12
Number of children on roll	11
Date of previous inspection	16 November 2015

The childminder registered in 2003. She lives in Selsdon, in the London Borough of Croydon. The childminder and her assistant care for children between 8am and 6pm each weekday, all year round. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store Street
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