

# Childminder Report

**Inspection date**

9 February 2017

Previous inspection date

10 December 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 2        |
| Effectiveness of the 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 and her assistant make effective use of the required progress check for children aged between two and three years. They recognise where children need extra support and work effectively with other health professionals to ensure children meet their goals.
- The childminder provides a welcoming and nurturing environment for children. They are settled and secure, showing good levels of emotional well-being.
- The childminder provides numerous opportunities for children to develop their physical skills. For example, she encourages children to explore her garden and use different play equipment freely.
- The childminder's self-evaluation is effective. For example, she identifies strengths and areas where she can bring about changes to provide positive outcomes for children and their families.
- All children progress well in their learning and development from their starting points.

### It is not yet outstanding because:

- The childminder does not have highly effective partnership working with parents and all other settings that children attend to encourage a more consistent approach to meeting each child's needs.
- Children do not have a wide range of learning experiences to support their growing interest and awareness of technology.

## What the setting needs to do to improve further

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

- improve partnership working with parents and all other settings that children attend, to provide a more consistent approach to children's learning and development
- develop children's growing awareness and interest in technology even more.

### Inspection activities

- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector observed the childminder's and her assistant's interactions with children.
- The inspector sampled a range of documentation, including policies and procedures, and children's records.
- The inspector conducted a tour of the premises that the childminder uses for childminding purposes.
- The inspector viewed and took into account written feedback from parents.

### Inspector

Patricia Edward

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Both the childminder and her assistant are confident about identifying possible signs that may cause concern about children's welfare. They know how to report any child protection concerns to the relevant agencies. The childminder monitors the work of her assistant to support their ongoing suitability and practice. For example, they have daily discussions to share the needs of children and to identify any issues. This helps the childminder to maintain the quality of her practice and provision. The childminder has a positive attitude to her professional development. For example, she attends training and completes research online. She exchanges and shares the knowledge gained with her assistant and childminding colleagues. This helps the childminder to maintain a good understanding of childcare and best practice.

### Quality of teaching, learning and assessment is good

The childminder monitors children's progress well to help identify any gaps in their development and takes steps to help them catch up. Children gain great pleasure in using their imagination and creativity. For instance, when playing with musical instruments they sing their favourite songs to the rhythms they create. The childminder is skilled in supporting children's learning. She encourages children's language effectively, and helps children to think and to reinforce their learning. For example, when asking questions, she ensures children have time to organise their thoughts and responses. The assistant supports children's curiosity as they explore their early literacy skills, such as making meaningful marks. Children have fun as they practise writing letters with brightly coloured felt tip pens. The assistant encourages them to name the colours they choose.

### Personal development, behaviour and welfare are good

The childminder provides a comfortable environment. Children benefit from the close and warm relationships they have with their friends, the childminder and her assistant. The childminder praises children's individual achievements and builds their self-esteem well. Children's behaviour is good. For example, the childminder sensitively teaches children to be kind to each other, share their toys and learn to take turns. Children show respect and consider the feelings and opinions of their friends and people they meet.

### Outcomes for children are good

All children learn a wide range of skills that help prepare them well for the next stage in their learning and for the move to school. For example, children maintain their attention, concentrate and take turns during activities. Children learn about the differences between themselves and others, and about the world around them. For instance, they enjoy activities related to a range of cultural festivals throughout the year, and enjoy trips in the local community and further afield.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY415929                                                                          |
| <b>Local authority</b>             | Croydon                                                                           |
| <b>Inspection number</b>           | 1071323                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 1 - 7                                                                             |
| <b>Total number of places</b>      | 11                                                                                |
| <b>Number of children on roll</b>  | 12                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 10 December 2014                                                                  |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2010 and lives in Thornton Heath, in the London Borough of Croydon. The childminder works with an assistant. The childminder offers care from Monday to Friday, all year round. The childminder holds an early years qualification at level 2.

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