

Childminder report

Inspection date: 30 January 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	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 homely environment. Since the last inspection, the childminder has moved to a new house. She thoroughly checks her home and ensures all areas are safe where children play. Children show they feel secure. They confidently welcome visitors and are eager to show the games they play. The children display a strong affection towards the childminder. She gives them time to enjoy the activities they prefer without interruption. For example, some children love cleaning the play kitchen, while others investigate the sound toys. The childminder engages children in their play and she uses every opportunity to build on their early communication skills. For example, she sings nursery rhymes and sits and talks with them on the floor. Children respond well and begin to learn new words. The childminder is proud of the children's achievements. Daily routines help children to be independent, for instance putting on and taking off coats and shoes. Children behave well. They help and cooperate with each other. They learn good social skills in preparation for their future learning. Parents are very positive about how their working partnership reinforces children's overall development and learning.

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

- The childminder supports children's learning well, overall. She plans a wide range of activities and outings that support children's next steps. She allows them to take the lead in some activities, which she extends. This has a positive impact on children's learning. For example, all children love to handle the brightly coloured play dough. Toddlers squeeze and pull the dough, strengthening their fingers. Older children use tools to cut and make shapes. They develop good hand-to-eye coordination.
- Children are developing their early skills in mathematics. For example, children play the 'duck game'. They take turns to sort the ducks into colours and sizes. Younger children recognise order and older children count the ducks, learning to add and take away.
- Children have opportunities to paint and do messy play at play centres. The childminder organises her resources at home generally well to enable children to access these resources easily. However, she has not considered fully how she can help children to frequently make marks and practise their early writing skills.
- The childminder has a consistent approach to managing behaviour. She works with parents to adopt similar strategies and maintain a consistent approach. For example, she recognises children's achievements and gives them meaningful praise. This promotes their self-esteem and eagerness to please.
- The childminder supports children's health awareness. Children acquire good self-care skills, such as using the toilet. They eat a balanced diet and keep fit with daily excursions to the local facilities, such as the park and toddler groups.

Children wrap up warm to play in the fresh cold air. After lunch, they also enjoy their peaceful rest time.

- The childminder monitors children's progress and quickly assesses any possible gaps that need additional focus. With this information, she involves parents in planning strategies to work on areas where children need additional support. The childminder is aware of the importance of working with other settings. However, she has not fully considered ways to maximise this partnership to provide a completely consistent approach to support children's learning.
- Parents give positive feedback on the service the childminder provides. They say that their children 'flourish' in the childminder's care. Children become confident. Parents love to read the daily diary of the activities their children take part in, which helps them to continue some of their children's learning at home.
- The childminder evaluates her setting well. Her recent house move has prompted her to review the organisation of her space to benefit the children most. The childminder regularly meets with other childminders and takes part in some courses to support her practice. For example, training on 'schemas' has helped the childminder analyse in more depth the psychology of children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's risk assessment is thorough to keep children safe. Children learn how to keep safe and explain the role of fire officers, for example. The childminder has completed safeguarding training. This includes her knowledge of the wider areas of child protection. She is confident in describing the signs of abuse. She is also aware of signals children may give where they may be at risk of harm from outside influences, such as radicalisation. The childminder has a single point of contact to seek advice and to make a referral if she has concerns for a 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:

- provide further opportunities for children to develop their early writing skills
- share more information with other settings that children attend, to develop a more cohesive approach to children's learning to maximise their potential.

Setting details

Unique reference number	EY453748
Local authority	Sutton
Inspection number	10075286
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 2012. She lives in Coulsdon, in the London Borough of Croydon. The childminder provides care for children from Monday to Thursday, 7.30am to 6pm, all year round, except on public bank holidays. The childminder provides funded early education for three- and four-year-old children. She holds a level 3 childcare qualification.

Information about this inspection

Inspector

Gill Cubitt

Inspection activities

- The childminder gave the inspector a tour of her home and discussed how she organises resources to support children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- The inspector took account of written feedback from parents.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder showed her risk assessments and other documents that relate to children's safety.

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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