

# Childminder Report

<b>Inspection date</b>	5 November 2015
Previous inspection date	14 June 2011

<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 thoughtfully plans activities to encourage children's progress. She thinks of fun experiences for children, linked to their interests. For example, children take trips to explore local trams.
- Children benefit from a welcoming, inviting environment and show enjoyment and motivation in their play. They develop a sense of independence when choosing from a wide range of challenging toys and activities.
- The childminder builds good bonds with children and interacts with them in a caring and positive way. She is a strong role model. Children behave very well, are happy, confident and ready to learn.
- The childminder is skilled at extending children's learning through play. She supports them well and encourages their ideas. Children are very engaged in their learning and make good progress.
- The childminder maintains a good level of communication with parents. She keeps them fully informed of progress and engages them in their children's learning.
- The childminder's quality of teaching is good. She has successful methods to extend early language development and communication.

### It is not yet outstanding because:

- The childminder does not always include parents' views in her self-evaluation and aims for improvement.
- The childminder does not always engage in professional development to help increase her own knowledge and skills and improve the quality of her provision even further.

## What the setting needs to do to improve further

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

- enhance professional development to help develop the good provision and outcomes for children even further
- include and act on the views of parents to improve outcomes for children and promote reflective practice.

### Inspection activities

- The inspector observed children at play in the childminder's home and garden.
- The inspector examined a sample of documentation and children's records.
- The inspector observed teaching and the impact this had on children's learning.
- The inspector and childminder discussed the play activities and children's learning during the inspection and undertook a joint observation of children's play.

### Inspector

Benjamin Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good understanding of her role and the requirements. She has high standards for the level of care and learning children receive and meets their needs well. The childminder successfully promotes children's early understanding of diversity in various ways; for example, through taking trips into the local community. The childminder has a secure understanding of how to promote children's play in all areas of learning, which helps them achieve. Safeguarding is effective. The childminder has good knowledge of how to protect children and follows her detailed policies and procedures.

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

The childminder has a good understanding of each child's development. She uses her regular observations to track their progress and plans what they need to learn next. This allows the childminder to monitor development and quickly identify any learning gaps that may need extra support. The childminder supports the children's own ideas in play. For example, she encourages the youngest children as they explore the different sounds instruments make. The childminder has high expectations of what children can achieve. She encourages children to learn for themselves; for example, they enjoy identifying different items. The childminder promotes mathematical development well. For instance, children enjoy counting and comparing sizes during play.

### Personal development, behaviour and welfare are good

Children are interested in the activities the childminder provides and settle quickly to play and learn. For example, children enjoy exploring paint, using brushes and hands to make marks. Children are confident and motivated in their play. The childminder is successful in helping children to feel happy and safe and they form secure attachments with her. She uses information gathered from parents to help children settle quickly. The childminder develops the children's independence well. Children help to dress themselves and wash their own hands. They enjoy taking control of these tasks and this builds their confidence for future challenges. Children behave well and treat each other and the childminder with respect. The childminder provides healthy food and, for example, encourages children to explore how fruits taste and feel at snack time.

### Outcomes for children are good

Children make good progress from their starting points. They develop their physical skills and their mathematical and early reading and writing skills. Children show typical levels of development for their age and are well prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	124521
<b>Local authority</b>	Croydon
<b>Inspection number</b>	836144
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 June 2011
<b>Telephone number</b>	

The childminder registered in 1993. She lives in Croydon. The childminder has a childcare qualification at level 3 and offers cares between 7.30am and 4pm each weekday, during term time.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

