

# Childminder report

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Inspection date: 11 December 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children are happy and settled with the childminder. They confidently greet visitors and enthusiastically engage in conversations with them. The childminder knows children well, observing their play to understand their needs. She uses this knowledge to plan activities that support children's individual development and build on their interests. For example, children happily persevere in picking up animal counters with tongs and count these. The childminder provides a variety of enriching outings to broaden children's experiences. She selects outings based on children's interests. For example, she takes children to farms to learn the names of animals. The childminder helps children to gain a deeper understanding of the world around them, for example, on regular trips to the zoo, castles and local amenities, such as train stations.

The childminder consistently promotes children's positive behaviour and conduct by encouraging cooperation and kindness. For example, she invites children to help with tasks, such as tidying toys away. The childminder praises their helpfulness when they work together. When conflicts arise, she encourages sharing and offers alternatives to manage children's frustration. This helps children to develop social skills and respectful behaviour. The childminder encourages children to use their voices and ask for help. As a result, children feel happy, capable and prepared to cope with real-world situations, promoting their emotional well-being.

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

- The childminder ensures children have a smooth transition when they first start by gathering information from parents. She uses home visits to help her to understand children's family lives, interests and experiences. This enables the childminder to provide a personalised approach that fosters security and positive relationships.
- Overall, the childminder supports children's language development well. She uses props while singing songs to reinforce vocabulary. The childminder sends home individualised book bags to encourage children to have a love of reading. However, at times, background noise from toys and the television is distracting, which has an impact on children's ability to focus on conversations and engage fully with the childminder.
- The childminder promotes good oral hygiene. She provides each child with their own toothbrush and incorporates toothbrushing into daily routines. The childminder use songs to reinforce to children how to brush their teeth. She also shares leaflets and information with parents about toothbrushing and visiting the dentist to support consistent oral hygiene practices at home.
- The childminder actively supports children's mathematical development throughout the day. She encourages children to count during their play, such as

catching and counting beanbags. The childminder develops children's shape and spatial awareness through hands-on tasks, such as creating shapes with tubes and exploring shape stackers. She uses books and rhymes to reinforce children's counting skills. This approach helps children to build a solid foundation in early mathematical concepts.

- The childminder encourages children to be active by providing a variety of opportunities for physical play and exploration. Children enjoy playing on ride-on toys and climbing equipment, which helps to develop their balance and coordination. The childminder plans activities, such as growing herb gardens and planting sunflowers, to engage children's curiosity and fine motor skills. She has covered outdoor areas to ensure that children stay active in all weather conditions. This helps to promote children's physical health and well-being.
- The childminder helps children to name and understand emotions. She asks questions, such as 'Does the sheep look happy?' or 'Why is Ted sad?', while children play and read books. Children use mirrors and feeling boards, which encourage them to recognise and articulate emotions. This fosters children's empathy and emotional intelligence.
- The childminder promotes healthy eating by offering a variety of fruits for children to cut and try, helping them to explore new foods. Children take any uneaten fruit that they prepared home to share with their families to encourage healthy habits beyond the setting. The childminder carefully manages allergies, such as providing dairy-free options for all children when necessary. This ensures a safe and inclusive environment.
- The childminder builds effective partnerships with parents and schools to support children's learning and development. She collaborates with local schools to stay informed about literacy and mathematics programmes. This ensures continuity in children's education.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- support children's ability to concentrate and develop their speech and language skills more consistently, such as by considering background noise in the environment.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 124866                                                                            |
| <b>Local authority</b>                             | Croydon                                                                           |
| <b>Inspection number</b>                           | 10367836                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 27 February 2019                                                                  |

## Information about this early years setting

The childminder registered in 1989 and lives in the London Borough of Croydon. She offers care all year round, from 7.15am to 6pm, Monday to Thursday. The childminder holds a relevant degree in childcare. She provides government funded childcare for children aged from nine months.

## Information about this inspection

### Inspector

Jenny Selvakumaran

### Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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