

Childminder report

Inspection date: 10 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and secure environment for children to play and learn in. This helps children to settle quickly and feel happy in the setting. Older children comment that they enjoy playing and singing with the childminder. Children of all ages respond positively to the childminder, who gives them plenty of cuddles and encouragement. They feel reassured knowing that the childminder is nearby to offer support, if needed. This is particularly beneficial for children who have recently joined the setting. For example, younger children who are learning to walk, do so with increasing confidence. The childminder uses positive praise and encouragement to help children to thrive and gain important skills. Children develop good levels of social and emotional well-being.

The childminder teaches children to communicate their needs in positive ways. For example, she encourages children to use words to express their thoughts and feelings. Children show their increasing confidence, including when they interact with unfamiliar adults. The childminder has high expectations for children's behaviour. She expects children to listen and follow age-appropriate instructions. Children behave well. They are friendly, and polite and know how to play nicely with their friends.

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

- The curriculum for communication and language development is good. The childminder makes effective use of opportunities to talk and ask children meaningful questions. She reads storybooks to children and encourages them to repeat words. Children are motivated to learn.
- Children have daily opportunities for fresh air and exercise, to help to promote a healthy lifestyle. However, the childminder has not fully considered how to make effective use of the setting's outdoor space to support children who prefer to learn in the natural environment.
- The childminder seeks the views of parents to help her to evaluate the quality of the setting. For example, following comments from parents, she continues to promote children's good independence skills. The childminder acknowledges that she does not fully incorporate information and communication technology into the curriculum to develop children's understanding of this area.
- The childminder has high expectations for children's learning and development. She observes and assesses their learning well. The childminder collects information to plan a curriculum that builds on what each child knows and can do. As an example, she plans activities to develop older children's early writing and reading skills. Children make good progress from their starting points in learning.
- Children behave well. They show good social skills when playing with their

friends and interacting with adults. Children have strong bonds with the childminder. They share lots of laughter and cuddles together. A good example of this was observed when younger children played peekaboo with the childminder.

- Children have good opportunities to initiate their own play. For example, younger children delight in stacking cups and rolling soft balls. The childminder gets involved in these activities, which adds to children's enjoyment. During these activities, the childminder makes sure that children hear number words, to help to develop their early counting skills.
- The childminder helps children to learn about the traditions and cultures of others. She plans activities to help children learn about various celebrations, such as Chinese New Year, to teach them about different people and communities.
- Partnerships with parents are good. Parents find that the childminder is a 'passionate' practitioner, who communicates very well with them. Children benefit well from this effective partnership.
- Partnerships with other professionals, such as school teachers, are strong. The childminder establishes a two-way communication with teachers to help promote continuity in children's care and learning.
- The childminder promotes her professional development. She attends online training and liaises with other childminders. Following training, the childminder has increased her knowledge of how to better support children with additional learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements effective procedures to safeguard children. This includes protecting children from the possible risks associated with the use of mobile phones in the setting. Children receive good levels of supervision, such as when on outings and during sleep times. The childminder has a secure understanding of safeguarding issues as well as signs that might indicate that a child is at risk of extremist behaviours or views. She knows the steps to take should there be any concerns about 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:

- make more effective use of the outdoor area to better support children who prefer to learn in the natural environment
- enhance knowledge of how to further support children's early understanding of information and communication technology.

Setting details

Unique reference number	2505303
Local authority	Croydon
Inspection number	10207749
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Croydon. She operates all year round from 7.30am until 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 2.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact these have on children's learning. She accompanied the childminder and children on the school run.
- Parents spoke with the inspector and left written feedback to share their views on the setting. Children also interacted with the inspector at appropriate times during the inspection.
- The childminder completed a learning walk with the inspector and discussed the setting's curriculum.
- Relevant documentation and evidence of the suitability of people living on the premises were checked.

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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