

Childminder report

Inspection date: 13 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are made to feel loved and cared for in the nurturing environment that the childminder provides. Children are happy and content and form close relationships with her. The childminder has high expectations of children's behaviour, she promotes good manners and opportunities for children to share and be kind to each other. For example, at snack time children share pieces of fruit into bowls and make sure everyone has the same.

The childminder has a wealth of knowledge and experience that she uses to support children's learning and development. She gets to know them well and uses this information to plan next steps for them. The play-based approach and stimulating learning environment that she provides allows children to explore all the different areas of the curriculum, both indoors and outdoors. This has a positive impact on not only their learning but also their health and well-being.

Children are happy, content and confident as they freely choose what they want to learn and are given lots of praise and encouragement as they do so. Children are respectful and enjoy helping the childminder with daily chores and are quick to do things, such tidy things away independently.

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

- The childminder's observations and assessments of children help her to support them to make good progress. She is clear about what she wants them to learn next and communicates this with parents. She builds strong parental partnerships, and they say that her excellent communication with them means they are well informed. They comment on how 'at home' their children feel and that they would not dream of taking them anywhere else.
- Children are developing their literacy skills, they are encouraged to make marks and write their name. The childminder introduces them to a combination of letter names and phonics sounds. However, occasionally the difference between the two is not always made clear.
- Children have lots of opportunities to develop their independence. The childminder gives lots of encouragement and empowers them to develop perseverance and independence skills. She allows them the time and space they need to do things for themselves. For example, when young children are trying to put on their own wellington boots outside, she says 'Come on, keep going you can do it.'
- Children's language and communication skills are progressing well. They eagerly and attentively listen to stories, showing their knowledge of them by joining in with key phrases. They join in with singing songs and copy the actions. The childminder asks children questions as they play and explore. She supports

children who are less confident when speaking by giving them enough time to think. She then adds comments or expands on what they say, adding new words and vocabulary. She also attends a local group within the community to further support children's language and communication skills.

- The childminder plans activities to help children learn about the wider world. She visits local care homes and shops to teach them how to have consideration for others and respect their differences. Children are encouraged to celebrate and learn about their own backgrounds through culture days, where they dress up, cook food and learn phrases in different languages.
- The childminder's home is an inviting place for children to learn and explore. While children play, the childminder is attentive and ready to assist them with whatever direction their learning is going in. This approach is helping to build children's confidence and raises their self esteem.
- Children learn how to manage their own personal hygiene, use the toilet and wash their hands. The childminder also develops children's awareness of good dental hygiene using books and props. Children bring their own toothbrushes into the setting and role-play brushing their teeth.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to keep children safe. She makes daily checks of the indoor and outdoor environment to ensure the provision is safe for children. She attends training and keeps her safeguarding and child protection knowledge up to date. The childminder has a good understanding of the signs that may indicate a child is suffering from abuse. She knows who to contact and what procedures she should follow if she has such concerns. The childminder considers younger children's safety. For example, she carefully places them with their heads turned to the side as they lay down for a sleep.

What does the setting need to do to improve?

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

- use a consistent approach when following children's interests as they begin to recognise initial sounds in words.

Setting details

Unique reference number	2511771
Local authority	Croydon
Inspection number	10207808
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Croydon and holds a level 7 teaching qualification. She provides childcare all day, on weekdays, throughout the year.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these have on children's well-being and development.
- Parents shared their views with the inspector, who took account of their comments.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder provided the inspector with key documentation upon request.
- The childminder spoke to the inspector about her intentions for children's learning.

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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