

Childminder report

Inspection date: 9 December 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 happy and confident in this safe and welcoming environment. They choose from the good range of resources which supports children to play their own games. They are motivated and eager to engage in activities. Children thoroughly enjoy being creative with construction materials. They skilfully make crowns, which they put on and parade around the room with them on their heads. Children have fun visiting the local library, parks and places of interest. They have regular opportunities to build wider friendships and develop their social skills.

Children use their imagination as they play with the small-world people on the winter wonderland table. They take Santa on sleigh rides. Children develop their thinking while the childminder plays alongside them making comments and asking questions. Children respond and show that they are becoming confident and skilful communicators. They show exceptional consideration for each other as they pull out each other's chairs at mealtimes. Children respond positively to the childminder's high expectations and consistent approach to managing behaviour. Children develop good self-esteem because the childminder continually praises and encourages them. They are very friendly, and their behaviour is impressive.

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

- All children are welcomed and valued in this very inclusive setting. They are developing a keen awareness of the wider world around them. Children develop an excellent understanding of other people's similarities and differences. For instance, they consider what Christmas is like in different parts of the world. They learn about different traditions and customs in places such as Europe, Africa and Asia.
- The childminder fosters children's early reading and writing skills successfully. For example, children explore the marks they make with coloured pens as they draw. The childminder displays books attractively around the room to spark children's curiosity. She ensures that story time is included in the daily routine.
- Partnerships with parents are effective. The childminder implements a settling-in period which enables her to get to know children and their families well from the start. She works closely with parents to help new children settle well. The childminder and the parents regularly exchange information relating to children's development, which helps them to make good progress.
- Children begin to use numbers in their play, and the childminder reinforces this effectively. She encourages them to count, name colours and shapes. She introduces mathematical language throughout their play. This helps to support children's readiness for school.
- The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. She continually makes

mental notes for herself, which helps her to identify any gaps in children's learning. This supports her to plan focused activities to meet individual children's needs.

- Children regularly play outdoors and visit local parks. They concentrate intently when they make bird feeders. They practise using their small-muscle skills to thread cereal onto string, ready to take to the park to hang on trees. Children have good opportunities to develop their physical skills.
- Although the childminder has developed some good partnerships, such as with her co-childminder and parents, she has not considered the benefits to developing stronger links with schools. Therefore, sometimes, the childminder does not plan consistently for children's learning.
- The childminder regularly evaluates her setting and activities to improve her service. She attends training courses to build on her knowledge and understanding. For example, after completing attachment theory training, the childminder has organised the environment to support children's emotional needs, so they feel secure.
- The childminder promotes children's healthy lifestyles well. She encourages children to follow good hygiene routines. Children learn to make healthy food choices. They discuss the benefits of eating healthy food. For example, children know that yoghurt cereal bars are 'good for teeth' and chocolate bars are not.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conducts effective risk assessments both indoors and when planning an outing. She takes action to manage or eliminate risks to the children so that they can play safely. The childminder is vigilant and knows how to identify children who may be at risk of harm. She understands the signs and symptoms of abuse and who to contact should she have a child protection concern. She keeps her safeguarding knowledge up to date and is clear about wider issues, such as the risks of children being exposed to extreme behaviours or views.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years settings where children attend, in order to provide a consistent approach to children's care and learning.

Setting details

Unique reference number	2515691
Local authority	Croydon
Inspection number	10207904
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	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in South Norwood, in the London Borough of Croydon. She operates all year round 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the childminder 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 their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Parents' written feedback was read and taken account of by the inspector.
- The inspector reviewed documents, including those relating to first aid, insurance and suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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