

Childminder report

Inspection date: 9 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

Very young children develop strong attachments with this caring and attentive childminder. When children first start, the childminder gathers information from parents to help to promote a consistent approach in children's care and learning. Babies snuggle up to the childminder and enjoy lots of cuddles. These strong attachments help children to feel secure and contribute to their emotional well-being.

Children demonstrate positive behaviour. They are very settled and highly content. Children enjoy the company of the childminder as they happily explore different textures and toys with her. They keenly watch and copy the childminder's actions. Children are inquisitive. They touch and feel metal pots and pans and show excitement as they excitedly bang them together. Children attempt to stack wooden blocks from a stacking tower to help to promote their coordination. The childminder is enthusiastic and elated in her praise to further promote children's sense of achievement.

Young children have many opportunities to help to develop their sense of self. The childminder's interactions are consistently warm and caring, and she recognises when to promote very young children's independence. They use the childminder as their secure base from which to explore the world around them.

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

- Personal, social and emotional development is at the heart of the childminder's curriculum. She meets the needs of very young children effectively. For example, the childminder closely follows the care routines that they are familiar with from home for a consistent approach.
- The childminder helps to promote children's early communication and language skills very effectively. She ensures that she is at the same level as children when she keenly interacts with them. She copies their babble and laughs as they blow raspberries together. Very young children eagerly communicate in a range of ways, such as through babble, gestures and smiles.
- The childminder provides many opportunities to help to support children's love of books from a very young age. She provides a variety of books to meet the age and stage of development of the children in her care, such as cloth and sensory books. Children are fascinated by textures. The childminder skilfully reads stories to provoke children's interests and learning. She points to and names animals, and she repeats phrases such as 'hello mummy'. The childminder encourages children to copy the different sounds animals make, such as 'quack, quack'.
- Children's physical skills are supported well by the childminder. The childminder

recognises what children are capable of and what they need to learn next. For instance, when children start to crawl, she places items just out of their reach so that they learn to stretch. She says that she will provide many opportunities for children to strengthen their large-muscle skills in preparation for walking, such as by encouraging children to pull themselves up and cruise while holding on to furniture.

- The childminder plans her curriculum well to help motivate and enthuse children to learn. For example, the childminder encourages very young children to press buttons and turn wooden cogs. They anticipate what happens next. The childminder counts and names shapes and colours as they build a tower together.
- The childminder recognises the importance of working in partnership with parents and other professionals. Partnership working is effective. Parents comment positively about the childminder's good communication skills, and they welcome regular updates about their children's learning. They comment that the childminder is 'a star' and 'a wonderful childminder'. Additionally, the childminder completes a short summary of children's learning and development and passes this on to other childcare providers children move on to for a consistent approach.
- The childminder demonstrates a commitment to her work. She evaluates her practice and identifies areas to further improve. Nonetheless, the childminder has not focused on identifying professional development opportunities to further extend her knowledge and teaching skills.
- Generally, children's sense of self within the local community is promoted by the childminder. For example, the childminder plans trips to the library and toddler groups. However, the childminder has not considered other ways to further promote children's understanding of diversity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses a range of safeguarding and child protection training to keep her knowledge up to date. She understands her role to tackle extreme views and beliefs and the correct reporting procedures. She has sound knowledge of the correct procedures to follow to raise concerns about a child's safety and welfare. The childminder recognises the importance of completing daily safety checks of her home and garden to help keep children safe.

What does the setting need to do to improve?

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

- seek professional development opportunities to further raise the good teaching skills to an even high level

- make the most of what is known about children to further value and celebrate their home languages, cultures and beliefs.

Setting details

Unique reference number	2523410
Local authority	Croydon
Inspection number	10208162
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	0 to 2
Total number of places	6
Number of children on roll	5
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 for most of the year from 7.30am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Jane Morgan

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 inspector considered the comments of parents through written feedback.
- The inspector observed children and the childminder taking part in a range of activities and assessed the impact on children's learning and development over time. The childminder and the inspector reflected on learning experiences for children.
- A range of documents was viewed by the inspector, including evidence of public liability insurance.
- The childminder and the inspector had a learning walk together to discuss the childminder's 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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