

Childminder report

Inspection date:

8 December 2021

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

Young children develop secure attachments with the childminder, who provides a caring and welcoming environment. Babies settle quickly, and they confidently explore the resources on offer. They seek out the childminder during play for reassurance and comfort. Children feel safe and secure with her. They have access to activities that are based on their interests and their age and stage of development. Children are engaged and motivated in their play and learning. As a result, children are making good progress.

Babies have lots of opportunities to explore their senses. For example, they access rattles, which they hold and move around in their hands to create a range of sounds. They look at board books which have natural and textured materials. These help children to enhance their growing sense of discovery and creativity. Children have good behaviour. Young children smile in response to the childminder's regular praise and encouragement. Children behave well in response to the childminder's high expectations for them. They learn the importance of being gentle, sharing and taking turns. All of which will help children to become valuable members of society.

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

- The childminder supports children to make very good progress in their language development. She uses effective methods, such as providing a running dialog describing what children are doing during play. The childminder implements story and song times, to further build on and extend children's speech and language.
- Young children are happy and have ample space to develop their emerging physical skills. They practise their crawling abilities on soft foam mats that provide a safe and comfortable space. This supports them to strengthen their large muscles and coordinate their arms and legs.
- Children's health and well-being are a priority for the childminder. She provides healthy nutritious snacks, with parents consent to promote healthy eating. All meals provided by parents are stored well to ensure maximum freshness.
- The childminder fosters children's early mathematics. Young children use shape sorters, which helps them to problem solve and to work out where the various shapes slot in. Older children have access to a wide selection of puzzles, to enhance their understanding of shape and size. All of which helps get them ready for school.
- The childminder does support some aspects of children's understanding of the world. For example, children use a range of technology and causes and effect resources. They curiously explore buttons and knobs on activity centres to see lights and to hear sounds. However, the childminder does not provide children

with sufficient opportunities to learn about the range of people who live in our diverse communities. This limits children's knowledge of self and their wider community.

- Partnerships with parents and with other settings where care is shared with the childminder is effective. During the settling-in stage, the childminder works closely with parents. She obtains key information about children's comforters, care needs and interests before they start. Parents make positive comments about the childminder and the care she provides. All of which promotes consistency across the settings.
- The childminder is aware of her responsibility to observe and to assess children's progress and development. She uses the information obtained to identify meaningful next steps, to ensure children are continually challenged and moving on. This helps children to make good progress in relation to their starting points.
- The childminder completes mandatory training. However, she has not considered the benefits of completing a wider range of courses, to enhance learning outcomes for children further.
- The childminder uses self-evaluation successfully, to identify areas for improvement and to ensure positive outcomes for children. For example, prior to a baby starting her care, she reviewed her equipment and resources. She ensured that she had a choice of soft toys, travel cot and highchair to meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms that may indicate a child is at risk of harm. She is fully aware of her role and responsibilities to safeguard children. The childminder has a good understanding of wider safeguarding concerns, such as the 'Prevent' duty and female genital mutilation. She checks the premises daily to minimise potential risks. Older children are taught how to keep safe on the school run. For example, the childminder explains that they must be vigilant when crossing the road. They must always check for cars and for quieter vehicles, such as scooter and electric cars.

What does the setting need to do to improve?

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

- build on children's respect and understanding of themselves and other people's similarities and differences
- identify training and development needs to help raise the quality of the curriculum to an even higher level.

Setting details

Unique reference number	2539373
Local authority	Croydon
Inspection number	10208652
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 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 Thornton Heath, in the London Borough of Croydon. She operates for 48 weeks of the year from 8am 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 her evaluation of the setting.
- The childminder showed the inspector around the areas of her home that are used by children and explained how she supports children's learning and development.
- The inspector observed the interactions between the childminder and the children and assessed the impact for their learning.
- The inspector spoke to parents and considered their views.
- 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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