

Childminder report

Inspection date: 6 June 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

The childminder provides a warm, welcoming and secure environment. Children arrive happy and eager to engage in activities. They form close relationships with the childminder and her co-childminder. Children are confident, play independently and benefit from a broad range of resources. They follow instructions, such as helping to tidy up toys to make room for other activities. Children behave well. The childminder has high expectations of the children who attend. She uses her experience and knowledge well to create an exciting curriculum that meets children's needs. Children concentrate well. For instance, young children confidently use scissors and practise their cutting skills.

The childminder has clear aims for what she wants children to learn. For instance, young children talk about washing the toy cars after they have finished washing their hands. The childminder skilfully plans an activity so that children can explore different smells, reactions and textures. She does this using the toy cars, shaving foam and water. This provides children with good opportunities to learn. Parents comment positively about the new skills their children are learning. All children, including those who receive additional funding, make good progress across all areas of learning.

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

- The childminder works well with parents. They comment on the wide range of activities their children participate in. Parents receive newsletters with information about themes and events. This supports children's learning at home. The childminder shares information about children's progress. However, she does not work closely with other settings children attend, to offer even more consistency in their care and learning.
- The childminder builds strong bonds with the children and knows them well. Children have lots of opportunities to make choices about what they would like to do. From a young age, they are encouraged to develop their independence skills. For instance, children confidently hang up their coats when they arrive and put on their shoes before going outside.
- The childminder is ambitious. She supports children to develop new skills. Children concentrate well and have a can-do attitude. They take great pride in themselves when they accomplish their goal. For example, the childminder teaches children how to squeeze water in and out of a small pipette. This helps children to develop resilience.
- The childminder encourages children to select what fruit they would like from the bowl. Children develop their small-muscle skills as they try to peel the fruit. This prepares them well for the next stage of their learning. In addition, children learn about what makes them healthy.

- Children develop good hygiene practices while washing their hands. They delight in showing and telling adults that their hands are 'clean'. Children's behaviour is good. They learn about safety in the home, such as walking and not running inside.
- The childminder is ambitious for her setting. She evaluates her practice and identifies areas for further improvement. For example, the childminder and her co-childminder plan to complete further training to develop their understanding of young children and the early years. This will help to improve their high-quality provision.
- The childminder follows children's interests to build on their curiosity. For instance, children have different shapes outlined on the floor with tape. Young children place cars on top of the lines and name the shapes, such as 'square' and 'triangle'. The childminder extends children's learning by teaching them about a 'rectangle' and how this has both 'long' and 'short' sides. Children develop their early mathematical skills.
- Children enjoy creative activities. They delight in seeing what happens when paints are mixed together and which new colours they can make. All children are enthusiastic about learning.
- The childminder provides opportunities for children to develop their social skills. For example, she takes them to meet with other children and adults at different groups. Children enjoy exploring parks and visiting the woods for the 'Gruffalo walk'. This helps to build on children's physical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder attend regular training to keep their knowledge of safeguarding up to date. They are aware of the signs and symptoms of abuse, including if children are being exposed to radicalisation or female genital mutilation. The childminder and her co-childminder know the process for reporting any concerns about a child's welfare. The childminder finds out about children's allergies and dietary requirements. She keeps these on display to ensure that menus are followed and that children are kept safe. The childminder carries out risk assessments to ensure that her home and garden are safe and secure.

What does the setting need to do to improve?

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

- develop further systems to share information with other early years settings that the children attend.

Setting details

Unique reference number	2546675
Local authority	Croydon
Inspection number	10215586
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Coulsdon, in the London Borough of Croydon. She operates all year round from 8am to 5pm, Monday to Friday. The childminder works with a co-childminder.

Information about this inspection

Inspector

Angela Colman

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 and the inspector had a learning walk together. They discussed the curriculum and what the childminder wants the children to learn.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection and took account of parents' views.
- The inspector observed interactions between the childminder and children present.
- The inspector and the childminder observed the children engaging in activities and had a follow-up discussion about 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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