

Childminder report

Inspection date: 1 August 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 happy and safe in the welcoming and nurturing environment. They settle well and develop a good sense of belonging and community. Positive attachments and relationships with the childminder and her assistant help children to feel emotionally secure. The childminder and her assistant are good role models and have clear expectations for children's behaviour. Children respond very well to their warm tone of voice, consistent praise and the encouragement they receive. They are tolerant, respectful, kind and polite.

There is a strong focus on developing children's communication and language. They learn new words and phrases, and the childminder skilfully introduces new vocabulary as they play. Outdoors, children enjoy using the climbing equipment to successfully enhance their coordination and balance skills.

Due to the COVID-19 pandemic, the childminder takes the children from their parents at the door. However, she ensures that there continues to be a good two-way flow of communication between herself and parents. This helps the parents to feel involved in their children's learning and keeps them updated about their progress.

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

- The childminder provides a well-organised and stimulating environment, indoors and outdoors, for children to learn and develop. Children of all ages lead their own play and benefit from a good balance of social interaction, relaxation and learning that supports their all-round development.
- Children develop awareness of healthy practices. For example, they learn the importance of washing their hands before eating to remove germs. However, the childminder does not fully extend children's independence and understanding of personal care, particularly for older children. For example, at snack time and lunchtime, older children drink from the same type of cups as babies and toddlers and wait for the childminder to wipe their faces and hands after eating.
- The childminder has a good understanding of child development and the ways in which children learn. She plans activities that are suitable and can be adapted for all age groups. For example, older and younger children enjoy building with the soft-play shapes. Mathematics is part of everyday activities. Children are encouraged to count for a purpose and to recognise numbers as well as shapes as they play.
- Children freely choose books to read and show an interest in stories. They become engrossed as they snuggle next to the childminder to look at their favourite stories. Children eagerly point to illustrations, recognising animals and

vehicles. However, the childminder does not provide as many opportunities for children to develop and practise their early writing skills.

- Children are learning about their community and the world around them. The childminder regularly holds food tasting from around the world days, where children can try different fruits and look at where they came from. The childminder and her assistant regularly explore the different backgrounds of the children and provide opportunities for children to learn about different faiths and cultures, using a range of resources.
- The childminder and her assistant complete training to ensure that their knowledge and skills are up to date. They complete online training at the same time, so they can reflect and put it into practice together. This has a positive impact on children's learning. For example, training on communication has helped them to identify ways in which they can extend children's communication and language through play.
- Partnerships with parents are well established. For example, the childminder exchanges information about the children's interests and achievements. Parents express very high levels of appreciation. Their written feedback states that the children enjoy attending, the childminder is kind and caring and they can see positive progress in their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to keep children safe and protected from harm. They know signs and symptoms that indicate that a child may be at risk of abuse. They understand the local procedures they must follow in the event of concerns about children. They also understand the procedures to report an allegation against an adult working with children. The childminder keeps her documentation well maintained, which contributes to protecting children's welfare. Routine checks are made in the childminder's home to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- build on older children's understanding of their personal care needs and extend their independence, to help them manage more tasks by themselves and prepare them more effectively for their next stage of learning
- provide further support for children to develop skills in preparation for early writing.

Setting details

Unique reference number	2555684
Local authority	Croydon
Inspection number	10221629
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
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 near Purley, in the London Borough of Croydon. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. The childminder works with one assistant and holds a relevant qualification at level 3.

Information about this inspection

Inspector

Natalie Atkins

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 took that into account in the evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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