

Childminder report

Inspection date: 30 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

Children develop strong attachments with the childminder and their peers from the start. A well-planned settling-in period helps them to build relationships and settle quickly into the childminder's care. Children receive cuddles and are offered reassurance, which helps them to feel safe and secure. They confidently explore the broad range of exciting activities on offer which captivate their imaginations. For example, children learn about the differences and similarities of wild animals and their habitats. This increases their understanding of the natural world and provides challenge. Children are keen learners and develop their fine motor skills as they persevere with using scissors to cut herbs. They enjoy investigating different textures, which increases their sensory experiences.

Overall, children behave well. They show a positive attitude to learning and a willingness to try new things. Children are given gentle reminders about expected behaviour and understand the rules. They listen to the childminder and follow instructions. For example, they use the broom to sweep up porridge oats and tidy away their toys after playing, which promotes good self-help skills and an understanding of responsibility. Children benefit from the childminder's calm and caring approach. They learn about their actions and emotions and the feelings of others.

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

- The childminder works with her co-childminder to plan a high-quality curriculum to promote children's learning. They work in partnership with parents and find out what children know and can do. The childminder builds on children's interests and helps them to achieve their next steps. This ensures all children make good progress from their starting points.
- Children's communication and language is a high priority and is woven throughout the childminder's practice. She engages children in conversations, provides commentary while they play and introduces new vocabulary. Children speak confidently and repeat new words, which helps them to extend their sentences. They enjoy sharing stories and singing. Children join in with familiar phrases and recap on their previous learning.
- The childminder promotes inclusive practice and values diversity. She displays positive images and provides resources to reflect the wider community. Bilingual and trilingual learners are supported to use their home languages alongside English during play. Children learn songs in different languages and celebrate festivals. This helps their understanding of what makes them unique and raises their self-esteem.
- Parents share their views of their experiences of the childminder's setting. They speak highly of the care and education their children receive. The childminder

provides regular updates regarding their children's progress, and shares next steps in learning and ideas to continue learning at home. Children take home books to share, which helps extend their love of reading.

- The childminder promotes independence well. Children wash their hands regularly to promote good hygiene and take off their shoes. They remove and replace lids on pens after mark making and build with construction toys. The childminder engages in children's learning and includes some counting. However, opportunities are missed to extend and increase children's understanding of mathematical language and concepts.
- Children learn about healthy lifestyles. They benefit from daily opportunities to develop their physical skills and learn to manage risk. For example, children climb steps on the slide, steer bikes and use the climbing frame to increase their balance and coordination. They eat healthy meals and snacks provided by the childminder and drink water.
- The childminder and co-childminder are proactive in evaluating their practice. They seek views from parents and reflect on the activities they provide to ensure children are making good progress in their learning. Since the COVID-19 pandemic, changes to practice have included more outdoor learning and physical play to benefit children's mental and physical well-being.
- The childminder is dedicated to her role and has completed mandatory training alongside her childcare qualification. Through discussions, she has identified areas where she could increase her skills. However, the childminder does not have plans in place to build on her existing knowledge, to improve her teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder use daily checks to ensure the home is free from hazards and safe for children to play. Children are reminded about safety when using equipment, to support them to manage risks. The childminder recognises signs and symptoms that may indicate a child is at risk of harm or abuse. She knows the procedures to follow if she has any concerns regarding a child's welfare. The childminder has completed safeguarding training, including the 'Prevent' duty. The childminder and co-childminder limit screen time and talk to children about online safety. Suitability checks are in place for all adults living or working in the home.

What does the setting need to do to improve?

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

- build on and extend children's mathematical language and concepts during play
- focus on extending knowledge and skills to raise the quality of teaching further.

Setting details

Unique reference number	2556730
Local authority	Croydon
Inspection number	10239144
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	1 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in South Norwood, in the London Borough of Croydon. The childminder works in her mother-in-law's home as a co-childminder. They provide care from Monday to Friday between 8am and 6pm all year round, apart from family holidays. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Helen Craig

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 and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and the inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.

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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