

Childminder report

Inspection date: 6 March 2023

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 arrive at the childminder's home and settle quickly. Children follow the breakfast routine and show a sense of belonging. They spend their time in a home-from-home, family environment. Children access a cabin room at the end of the provider's garden, to play, explore and use freely. They do so with confidence and show that they feel safe and secure in the setting. Children develop close bonds and warm relationships with the childminder. The childminder and her assistants have high expectations of children. They get to know children and their families well, which helps to support and develop children's emotional well-being. Children behave well and respond positively to adults and each other.

Children benefit from a range of experiences that the childminder offers. For example, they enjoy a daily 'wake up and shake up' time each morning. They jump and dance with excitement, joining in with the singing and actions. Children make their own choices and are independent in their play. They know how to ask for and select resources, such as asking for musical instruments and puzzles. Adults engage well with children and get down on the floor with them to further engage and support their learning as they play.

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

- The childminder has made a good start to her childminding career. She has worked hard to develop her practice and setting. The childminder employs assistants and makes checks to ensure that they are suitable to work with children. She accesses professional learning opportunities and shares this information with her assistants.
- The childminder develops good parental partnerships. She works well with parents to share information and encourage children's learning. She has daily discussions, sends photographs and regularly provides updates. She makes sure parents know their children's next steps. Parents comment their children have made 'lots of progress' since attending the setting. They report that their children have 'grown in confidence and are always happy to go in', and that they often don't want to leave when it is time to go home. They particularly like the variety of food that the setting offers.
- The childminder knows what she wants children to learn and sequences their learning well. She builds activities around what children can do and already know. For example, children develop their physical skills by using play dough, scissors and rolling pins. This helps to develop their muscles in preparation for future learning.
- Children experience lots of stories and rhymes. This supports their language and communication skills and helps to build their vocabulary. The childminder and her assistants hold conversations with children as they play and ask them lots of

questions. However, on occasion, the adults do not give children enough time to respond and think about what they want to say and help them to express their thoughts and ideas.

- The childminder aims to prepare children for school by teaching them how to be independent. She encourages children to do things for themselves, such as using a self-service cereal machine in the morning and chopping their own fruit. The childminder supports even the youngest children by teaching them how to put on and take off their own shoes and coats. Young children show they know how to put on their jumpers by putting them over their heads. They are then praised by adults. This gives them a sense of pride in their achievements and raises their self-esteem.
- The childminder teaches children about British values by modelling and discussing appropriate behaviours with them. For example, children are given the opportunity to vote for things and learn how to take turns and share. She uses books and other strategies, such as counting to five, to help them to regulate their emotions. This helps them to understand the concept of fairness and how to manage their own feelings appropriately.
- The childminder and her assistants are quick to keep children safe. For example when they walk outside to the cabin, they remind them not to run. However, the adults do not always routinely teach children why these safety routines are important and how to stay safe and manage risks independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with child protection training and other issues, such as the 'Prevent' duty. She knows the signs of abuse and what to do should she have concerns. The childminder ensures that all her assistants know the procedures they should follow and who to contact about a child's welfare. She carries out robust risk assessments of her whole home to keep children safe. For example, the childminder and her assistants make daily checks of the garden and ensure it is clear of mess and safe for children to use. The childminder ensures all adults and children are aware of the fire evacuation plan. She practises her fire evacuation termly to ensure everyone's safety in the event of a fire.

What does the setting need to do to improve?

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

- help children to learn and understand more about managing risks independently in their play
- give children enough time to think and formulate a response, so that they can express their own ideas when responding to questions.

Setting details

Unique reference number	2586706
Local authority	Croydon
Inspection number	10263740
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2020. She lives in Norbury, in the London Borough of Croydon. She is open 47 weeks of the year, from 8am to 6pm, Monday to Friday. The childminder works with four assistants, one of whom is her husband. She holds an appropriate level 3 qualification.

Information about this inspection

Inspector

Louisa Parker

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 looked at relevant documentation, including paediatric first-aid certificates and public liability insurance.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the childminder and her assistants interact with children.
- The inspector spoke with parents and took account of their views.
- The inspector observed the quality of education being provided, and assessed the impact on 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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