

# Childminder report

---

Inspection date: 9 January 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

Children arrive excitedly at the childminder's home. They feel safe and ready to learn. Children sit together and sing the 'Good morning song' with the childminder. Children learn the days of the week and talk about the seasons. They are learning about the world around them. Children learn to listen and join in.

Children have warm relationships with the childminder and her assistant. They hear praise when they listen well and follow instructions. For example, the childminder says, 'You are clever, well done', as they play with the penguins and count them. Children are developing their listening skills. The childminder and her assistant have high expectations of children. Children learn to listen and concentrate for longer periods. They have a structured routine that keeps them busy throughout the day. Children understand the childminder's rules. They behave well.

Children's mathematical skills are well supported. They count the different types of food as they listen to 'The hungry caterpillar' story. Children are learning to understand different amounts. In the snow tray, children explore how many penguins there are. They understand how to find more or less of something. Children listen attentively to the childminder who asks them questions. For example, she asks, 'How many penguins do you have?' and 'Can you find more?' This helps children to extend their learning and practise their mathematical skills.

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

- The childminder and her assistant have developed a curriculum with a clear learning intent. They support children to reach their developmental milestones. The childminder plans challenging activities. This helps children to develop their knowledge and skills across the breadth of the early years curriculum.
- The childminder plans an ambitious and well-sequenced curriculum. The childminder uses assessment to identify any gaps in children's learning. The childminder and her assistant find out what children know and can do and what they need to learn next. She uses this to plan activities that support children to reach their developmental milestones.
- The childminder understands that children have different learning needs. However, planned activities do not always consider the specific learning needs of all children. Occasionally, some children do not receive the support they need to join in with focused activities.
- The childminder and her assistant understand that children need to hear and repeat new words to remember them. They deliberately select new language for the children to learn. For example, the children are learning to say the days of the week and say 'we copy you' as they mimic the childminder. The childminder sings songs with the children, such as 'Heads, shoulders, knees and toes'. The

children are familiar with the songs. They join in jumping with excitement and clap happily as they perform the actions. Children learn new vocabulary and use it in their play.

- The childminder and her assistant give children opportunities to use large equipment in the garden. Children learn to take risks and develop their physical skills. However, during mealtimes, not all children make choices or feed themselves. Younger children do not always have the opportunity to fully develop their independence skills.
- Parent partnerships are strong. The childminder and her assistant regularly share what the children are learning. Parents say that children make progress. They enjoy receiving regular feedback on what children know and can do. Parents say that home-learning activities help them to extend their children's learning at home.
- The childminder is reflective of her practice and plans training to further develop her and her assistant's knowledge. This helps the childminder and her assistant to keep their skills up to date. The childminder is currently planning training to improve their support to children with special educational needs and/or disabilities.
- The childminder and her assistant support children to learn about other cultures and family dynamics. They help children to feel valued as they share their experiences. This includes enabling children to share and learn the home languages of those in the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of safeguarding issues. They know the signs that may cause concern. The childminder has a shared policy for recording and reporting concerns. Her and her assistant know how to report their concerns to the appropriate authorities. The childminder understands how to check that staff remain suitable and has a robust system in place for checking this. She regularly arranges training to refresh the safeguarding knowledge of her and her assistant.

## What does the setting need to do to improve?

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

- support all staff to organise and plan focused activities so that all children are motivated and engaged
- strengthen care practices to consistently develop the independence of all children.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2597098                                                                           |
| <b>Local authority</b>                             | Croydon                                                                           |
| <b>Inspection number</b>                           | 10251425                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 10                                                                                |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020. She lives in New Addington, Croydon. She works five days a week, for 48 weeks of the year. Her operating hours are 9am to 6pm, Mondays and Tuesdays. She also runs an after-school club on Thursdays and Fridays, from 3.30pm to 6pm. She provides funded early years education for children aged two, three and four years. She holds a recognised early years qualification at level 3.

## Information about this inspection

### Inspector

Kate Daurge

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023