

Childminder report

Inspection date: 26 January 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 are happy as they arrive. They pleasantly greet the childminder and their peers. New children who are settling in know the other children and the childminder well. They cheerfully interact with the other children and put their arms out to the childminder to be picked up. Children are content in the company of the childminder and their peers. They form positive relationships.

Children explore the safe environment with confidence and make choices about what to play with. For example, older children play with dinosaurs. Children begin to learn how to look after their health and manage their personal care needs. For instance, they wash their hands before making cheese and cucumber sandwiches for lunch. Children are independent. They develop good skills for the future and starting school.

Children's speaking skills are supported well. They enjoy playing with dry spaghetti and couscous, and excitedly talk about the sound of the items. Older children develops strong finger muscles, as they turn the lid of jars to open and close them. They practise skills such as measuring and learn different vocabularies, such as 'full', 'half', 'biggest' and 'small'. These activities effectively support children to develop the foundation of mathematics. The childminder praises children's efforts and gives gentle reminders to share and to be kind.

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

- The childminder know what children can do and need to learn next. She gathers information from parents, along with her own observations and assessments, such as the two-year-old progress check. The childminder tailors the curriculum to provide experiences that support children's individual progress.
- Although the childminder builds on what children know and can do, on occasions, older children become over-excited and lose their focus and concentration quickly during their play. This affects their ability to maintain their engagement and learning.
- Children's communication and language skills are supported well. They develop a love of reading and enjoy stories as they play. They also join in with songs. Children who are learning English as additional language are supported well. They frequently use their home language, which is supported by the childminder.
- Older children recognise their name in the environment and sound out some of the letters they identify. This supports their reading skills and preparation for future education in school.
- On some occasions, children do not listen as well as possible. Strategies to encourage them to listen are not always effective. For example, children do not

listen to simple rules and instructions, in particular during changes between activities. This has a negative impact on their behaviour and learning.

- Parents highly praise the childminder. They are happy with the quality of care provided for their children. Parents report that their children are always happy to attend the childminder's house and their children are making good progress.
- The childminder teaches children about people and cultures which are different from their own. For instance, children learn what foods are eaten during Chinese New Year events. The childminder helps them to understand about each other's similarities and differences. Children are polite and respect each other.
- Older children are given opportunities to solve problems for themselves and develop their independence. For example, they learn to put on their shoes and coat, and attempt to work out how to do up the zip.
- The childminder promotes children's good health and well-being effectively. Children are provided with healthy meals and snacks. They have regular exercise in the garden, the local playgrounds, and other places of interest. Children learn skills such as balancing and how to kick a ball. They learn about good oral health, while babies have regular opportunities to sleep.
- The childminder evaluates her practice and provision well. She keeps up to date with legal requirements in a variety of ways. For example, the childminder undertakes online training courses and keeps in regular contact with her local authority for information and training opportunities, which benefits children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She describes a wide range of indicators, which could suggest children are at risk of harm. She knows the correct channels to use to report any concerns about a child's welfare. The childminder keeps meticulous attendance records and supervises children effectively. She teaches children how to keep themselves safe during all their outings and adventures. The childminder ensures that any visitors are arranged for after her working hours. The childminder attends training and reads updates from her local authority to help keep her knowledge of safeguarding children up to date.

What does the setting need to do to improve?

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

- improve strategies to help encourage children to listen and understand simple rules and boundaries, to support their behaviour even more effectively
- review how children are supported to engage, focus and concentrate, to further extend their learning.

Setting details

Unique reference number	2599377
Local authority	Croydon
Inspection number	10263406
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	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in South Norwood, in the London Borough of Croydon. She operates Monday to Thursday from 7.30am until 6pm all year round. The childminder has a level 6 childcare qualification.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began, and the inspector has taken this into account in their evaluation of the setting.
- The childminder explained to the inspector how she ensures the premises are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning and development.
- The inspector observed interactions between the childminder and children, and evaluated the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder discussed the activities for the children and the impact on their learning.
- The inspector sampled a range of documentations on requested, including the childminder's first-aid qualification and the Disclosure and Barring Service checks for all adults living and working on the premises.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023