

Childminder report

Inspection date: 10 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children build strong bonds with the childminder and her assistant, who are caring and approachable. This helps children to settle quickly and feel safe. Children enjoy a wide variety of activities which are linked to their interests, promoting their learning and development effectively. For example, they delight in playing with construction blocks and washing dolls, which support their creativity and imagination well. There are opportunities for children to hear numbers and mathematical concepts during activities and spontaneous play. They count confidently from one to 10 and beyond. Children have access to multi-cultural toys and resources, raising their awareness of similarities and differences between people.

Children's behaviour is very good. They share toys and play cooperatively with each other. Children respond positively to the high expectations for their learning and behaviour. They listen well and join in with repetitive phrases, for example during story times. Children have a good time being outside in the fresh air. They jump happily in puddles and look for wriggly worms in the garden. Children have regular opportunities to develop their physical and exploratory skills. They have positive attitudes to learning.

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

- The childminder is passionate about her work with the children. She provides them with a safe and nurturing environment with clear expectations and boundaries. This helps children to behave well.
- The childminder has a strong cycle of observation, planning and assessment which enables her to plan a wide range of learning opportunities. For instance, she provides children with activities after identifying that they need to strengthen their fine motor skills. During one of the activities, the childminder and her assistant engage children in conversation and ask them questions. However, they do not adapt the conversations well enough to ensure that younger children are fully engaged. This means not all children benefit from the learning opportunities as effectively as possible.
- The childminder organises trips to places children enjoy, such as parks, playgrounds and the library. These opportunities help children to gain good levels of social and emotional skills.
- Parents write positive feedback about the childminder. They find the childminder 'extremely caring, attentive, understanding and thoughtful'. Parents receive plenty of information about what their children know and can do. This encourages them to build on their children's learning at home.
- Children make good progress from their various starting points. For example, they are learning to use words to express themselves, extending their

vocabulary. Older children are developing their literacy skills well, in preparation for school. They are able to recognise and sound out letters that are familiar to them.

- Children become independent as they do age-appropriate tasks. They help the childminder to tidy away the toys and self-serve themselves at mealtimes. During the winter months, children know how to put on and take off their coat and shoes for outdoor play. They gain important skills that are necessary for the next steps of their education.
- Good care practices are embedded securely in the daily routine. For example, the childminder ensures that children wash their hands before handling food to prevent the spread of germs and infectious illnesses. She ensures that children are able to rest/sleep to benefit their health and well-being.
- The childminder evaluates the quality of the provision well. For example, she thinks carefully about the toys on offer to keep children motivated to play.
- The childminder provides her assistants with good levels of supervision and coaching. She offers her assistants regular meetings and constructive feedback. This enables the childminder and her assistants to provide children with good-quality care and education.
- The childminder promotes her professional development effectively. Following training, she has enhanced her knowledge of how to support children's exploratory skills. As a result, children have increased their curiosity, particularly outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants attend safeguarding training and understand the steps to follow if they are concerned with a child's welfare. They are aware of wider safeguarding issues, such as signs and symptoms of extremist views and behaviour. The childminder conducts stringent checks on her assistants to assess their suitability to work with children. She teaches children about keeping themselves safe. For example, she conducts regular fire drills, so children know what to do in the event of an emergency. The childminder and her assistants supervise children at all times to ensure their safety.

What does the setting need to do to improve?

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

- consider more closely how to adapt conversations to ensure all children, in particular younger children, are fully engaged and benefit from the learning opportunities.

Setting details

Unique reference number	2600752
Local authority	Croydon
Inspection number	10263295
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 4
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 2020 and lives in the London Borough of Croydon. She provides care for children Monday to Friday, from 8am to 6pm, all year round. The childminder holds a relevant qualification at level 3 and works with several assistants.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 childminder showed the inspector around the setting and explained how she and her assistant support children's learning.
- The inspector observed children, the childminder and her assistant during play activities indoors and outdoors. She reviewed evidence of the childminder's suitability and training.
- A joint observation was carried out by the inspector and the childminder. They evaluated the impact of the activity on children's learning.
- The inspector took account of the views of parents, as shown in their written comments.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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