

Childminder report

Inspection date: 6 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 are confident and secure in the childminder's home. They show that they are settled and happy in his care. The childminder is ambitious about the curriculum. He knows children and their families well and uses this knowledge to plan activities. Children have positive attitudes towards their learning and engage well in their play. For example, they relish the opportunity to sit and hear stories read to them. The childminder extends children's learning. For instance, he helps children to plan how they will make their own telescopes like the ones that they have seen in the book. The childminder skilfully encourages children to recall parts of the story. This helps to build on what children know.

Children benefit from regular outings to a wide range of places, such as the woods and parks. They also spend time exploring in the garden. The childminder organises the garden to encourage children to be curious. For instance, they access a muddy area at the back of the garden that is filled with interesting things, such as dinosaurs. Children develop their physical skills, such as when they learn how to climb on the spider climbing frame. These outdoor activities also help children to develop their hand-to-eye coordination. Children behave well. They know how to keep themselves safe.

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

- Overall, the childminder knows the importance of supporting children's language and communication skills. He uses books and asks meaningful questions, encouraging children to identify the animals they see. However, on occasions, he repeats and reinforces the incorrect use of words. For example, he says 'birdie' and 'duckie'. This means that children are not consistently learning how to say words correctly.
- The childminder and his co-childminder discuss children's next steps in learning. They implement a well-planned curriculum. The childminder observes children and assesses them effectively. He provides activities to support children to develop their skills. However, at times, the childminder moves on to the next idea before children have finished exploring what they are doing. This does not provide children with further opportunities to extend their learning.
- The childminder works in partnership with parents. He responds to feedback from parents and makes changes to strengthen communication. For instance, the childminder introduces more communication during the day, sharing photographs and updates. Parents speak highly of the childminder and feel well informed. They comment that their children enjoy their time at the setting. The childminder helps to support children's learning at home.
- Children learn how to develop healthy lifestyles. For example, they confidently identify when they need to wash their hands. Children enjoy healthy meals and

snacks, and have daily access to fresh air in the outdoor spaces.

- The childminder gathers information about children and their families before they start. The childminder and co-childminder have regular meetings with parents to discuss their children's learning and progress. This helps to quickly narrow any emerging gaps in children's learning. All children, including those who receive additional funding, make good progress in their development from their starting points.
- The childminder is a good role model. He supports children's mathematical development through various activities and daily routines. For instance, while young children are moulding and manipulating play dough, the childminder identifies different cutters and shapes. Children skilfully follow the childminder and make their own shapes. They confidently identify the 'triangle'. This enables children's early mathematical concepts to be embedded.
- The childminder understands the importance of supporting children's health and well-being. For example, children participate in a range of activities, such as yoga. This contributes to their developing physical skills.
- The childminder is ambitious and continues to reflect on his practice. He identifies how to make improvements that support the children he cares for. For instance, the childminder and his co-childminder are creating an outside cabin area to enable children to explore even further in a natural outdoor environment.
- The childminder has high expectations for children's behaviour. Children listen and develop their attention skills. For instance, children enjoy participating during circle time. Young children confidently sing the days of the week and months of the year. Children receive lots of positive praise for their efforts. Their behaviour is good.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of neglect and the different types of abuse. He understands the requirements for reporting any concerns. The childminder has a good understanding of safeguarding issues, such as female genital mutilation. He and his co-childminder undertake regular safeguarding training. They recognise the importance of making sure that their knowledge is up to date. The childminder has a good understanding of the procedures to follow should he have concerns about adults who are caring for children. He has robust procedures in place to keep children safe in the home and when out on trips.

What does the setting need to do to improve?

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

- use the correct terminology when speaking to children, to further support their

communication and language development

- support children further during activities to allow them to extend their engagement.

Setting details

Unique reference number	2618267
Local authority	Croydon
Inspection number	10232928
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 4
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in the Croydon area of London. He operates his childminding service all year round from 8am to 5pm, Monday to Friday. He offers early funded education for two-, three- and four-year-old children. The childminder holds a qualification at level 2 and works with a co-childminder.

Information about this inspection

Inspector

Angela Colman

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 and the inspector completed a learning walk together. They discussed the curriculum and what he wants children to learn.
- The inspector spoke to children during the inspection and took the views of parents into account.
- The inspector observed interactions between the childminder and children.
- A joint observation was completed. The childminder discussed his aims for the activity and the impact on children's learning.
- The childminder showed the inspector a range of documents, including a copy of his first-aid certificate and evidence of suitability checks.
- The inspector spoke with the childminder at appropriate times throughout the inspection.

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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