

Childminder report

Inspection date: 10 July 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 setting ready and eager to learn. They smile and say 'hi' to adults enthusiastically, which shows that they are happy. Children form strong connections with the childminder, who is consistently kind and caring. They approach her for support and attention when needed. Children's behaviour is developing positively. They show a good understanding of the setting's rules and boundaries. This creates a positive atmosphere because children know what is expected of them.

Children learn that they can improve their skills if they persevere. For example, they practise using scissors safely to cut pieces of paper. Children receive lots of praise and reassurance for their good efforts. This motivates them to play and learn continuously. As part of the curriculum, children have plenty of access to the outdoors. They particularly enjoy pouring sand and water in and out of containers, which they transport around the garden. This develops children's various skills, such as their hand-to-eye coordination. During play, children hear numbers and the names of shapes, which helps to promote their early mathematical skills.

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

- The childminder is dedicated and passionate about her work. She evaluates her practice rigorously to provide children with the best possible learning experiences. For example, the childminder has recently reviewed the layout of the setting to give children greater access to a wide variety of age-appropriate books.
- The childminder has prioritised the teaching of personal and language skills based on what she knows about the children. This is helping children to close the gaps in their learning as quickly as possible. As a result, children make good progress from their starting points. For example, children who lacked social confidence are now more self-assured.
- The childminder expresses her commitment to developing her teaching practice. Recent training has enhanced her knowledge of how to support children with speech delay more effectively. Children who were behind in their language development are now using words to express themselves. The childminder acknowledges that she can make better use of questioning to build on children's ideas and thoughts.
- The childminder has high expectations for children attending the setting. She observes and monitors their learning regularly to guide her planning. For example, the childminder uses children's current interest in farm animals to teach them about the noises that the animals make. However, during some activities, the childminder does not identify when children need more challenge to extend their learning further.

- Children play very well together. They show affection and kindness towards each other. For example, children are patient as they wait their turn to use the outdoor equipment.
- Children are developing their personal responsibility. They freely explore the learning environments and make choices about their play. At mealtimes, children get themselves ready and eat independently.
- There are good hygiene practices in place. For instance, the childminder ensures that children wash their hands before handling food and after playing outdoors. This helps to protect children's physical health.
- The childminder is very respectful of other cultures and backgrounds, which promotes an inclusive practice. She works effectively with all parents, including those who are disadvantaged, to achieve a consistent approach to children's learning and care needs. For example, the childminder talks to parents about the importance of children's sleep to encourage healthy lifestyles. Parents are highly complimentary about the childminder. They speak of the noticeable progress their children have made since joining the setting, such as in their behaviour and social skills.
- Children enjoy stories being read to them. They show good levels of concentration and listen intently to the childminder. In addition, children respond well to opportunities to practise their early writing skills, in readiness for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibility to protect children's safety. She implements a clear policy that covers the use of mobile phones and cameras in the setting to prevent any abusive practices. The childminder is fully aware of the potential signs and symptoms of abuse, including if a child is being exposed to extremist views and behaviour. She is confident in reporting any concerns that she may have about a child's welfare to the relevant agencies. The childminder offers children good levels of supervision to help them feel safe and secure.

What does the setting need to do to improve?

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

- question children more skilfully to promote their ideas and thoughts as effectively as possible
- offer a higher level of challenge during activities so children can extend their learning further.

Setting details

Unique reference number	2625530
Local authority	Croydon
Inspection number	10295616
Type of provision	Childminder
Registers	Early Years 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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Croydon. She is available to care for children all year round, from 8am until 6pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 6.

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 implements the early years curriculum. She explained the procedures for keeping children safe while they are in her care.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents spoke with the inspector about their experiences at the setting. The inspector took account of their feedback.
- The childminder made available relevant documentation for the inspector to review, including her training certificates and suitability checks.

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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