

Childminder report

Inspection date: 30 April 2024

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's emotional well-being and development are supported well by the childminder and her assistant. The childminder maintains a safe, welcoming, home-from-home environment. Children form close bonds with the adults that care for them and their friends. Their social skills are developing well. Children go on lots of fun outings, which are linked to themes they are learning about. For example, while covering animals, they went on visits to a range of farms and animal sanctuaries. Children also visit playgroups and drop-ins weekly, where they meet a wider range of friends and learn to share and take turns. Children behave well. They demonstrate good attention skills as they listen to stories read to them and follow direction. The childminder has high expectations for children's learning and behaviour.

The childminder, along with her assistant, provides an engaging curriculum that effectively considers children's interests, ages and abilities. Children enjoy playing in the outdoor area as they access small-world sea creatures. They use their imagination as they splash, dip and drop animals in the sand and water tray. Children's knowledge of mathematics is fostered well. For instance, children use their 'pointy' finger to create circles, triangles and squares in the colourful rice on the builder's tray. They have access to timers, which they use to measure how long a task will take.

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

- Children are encouraged to become skilful, confident communicators. The childminder and her assistant consistently build their communication and language skills. Children enjoy choosing the books for story time and singing songs. They are asked lots of open questions to engage them in meaningful discussion, which also supports children's thinking. The childminder extends children's vocabulary as she introduces the names of sea animals, such as puffer fish, sea horse and octopus.
- The childminder is proactive in encouraging parents to be fully involved in their children's learning. She routinely organises parents' meetings to share observations that she makes about children. The childminder further promotes communications with families through a social media application where parents are encouraged to share learning and 'wow' moments from home. This helps to support consistency for children's development and progress.
- The childminder closely tracks children's achievements weekly to plan for what they need to learn next. This supports her to identify any gaps in children's learning from an early stage. Appropriate next steps are identified to ensure that children make good progress in relation to their starting points.
- Although partnerships with parents are good, the childminder has yet to develop

partnerships with other settings where care is shared. For example, she is not aware of the nursery's targets and learning for children who attend, to help her promote consistency in children's learning.

- Children's knowledge of the health benefits of fruits and vegetables is encouraged as they play in the role-play kitchen. They create tasty dishes for the childminder to eat. She informs them how big and strong she will get after eating all vegetables. The childminder, along with her assistant, provides healthy, home-cooked meals and snacks daily. Children follow good hygiene routines and are reminded that they must wash their hands before meals. Their understanding of oral hygiene is encouraged as they brush their teeth after lunch. The childminder shares information with parents to promote dental visits and routines at home.
- The childminder has a positive attitude towards her continuous professional development. She attends a broad range of training to enhance her teaching and her practice. The childminder regularly liaises with her assistant, parents and local childminders. This helps her to reflect on the effectiveness of her service and identify areas of improvement.
- Through discussion, the childminder verbally demonstrates a good knowledge of safer recruitment. She supports her assistant in her role by providing her with regular supervision. The childminder ensures that her assistant completes mandatory courses, such as first aid and child protection. However, she has not considered enrolling her on a wider range of training to develop her understanding of play even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop partnerships with other early years settings, where care is shared, to promote consistency in children's learning
- extend opportunities for the assistant's continuous professional development to help them gain an even greater knowledge of child development and play.

Setting details

Unique reference number	2635154
Local authority	Croydon
Inspection number	10339513
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 8
Total number of places	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Norbury, in the London borough of Croydon. The childminder operates all year round, Monday to Friday. She works with an assistant and holds a level 3 qualification in childcare. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Edward

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 childminder.
- The inspector completed a learning walk of the spaces that are used by the children and discussed the different activities that the childminder provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder, the assistant and the children.
- The inspector observed the interactions between the childminder, the assistant and the children. The childminder talked about the activities she plans and how they benefit children's development.
- 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.

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