

Childminder report

Inspection date:

23 May 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Very young children consistently demonstrate that they feel very safe and emotionally secure. For example, children confidently initiate their play and learning and independently explore the superbly well-organised learning environment. Children have an exceptionally exciting and enjoyable time in the care of this outstanding childminder.

Children behave superbly given their young age. They learn simple rules, such as to take turns and use good manners. Children remember to say 'excuse me' and 'thank you' at every opportunity. The caring and skilful childminder always praises children for their achievements to help promote a positive sense of self.

Young children's communication and language skills are progressing extremely well. The childminder consistently provides a wonderful language-rich environment, where children grow in confidence and interact superbly together and with the childminder. Children have a very keen interest in books, rhymes and stories. They are surrounded by storybooks. Additionally, children have many opportunities to keenly join in with rhymes they remember over time. Children listen intently to stories read by the childminder. They remember and name fruit eaten by the 'hungry caterpillar' and use their imagination to make fruit from coloured dough.

Children love to play outdoors in the childminder's tremendously well-organised and stimulating back garden. Children are constantly engaged and eager to 'have a go'. Young children confidently climb a wooden climbing frame and concentrate as they balance on lengths of wood. The childminder provides many challenging opportunities to help to promote children's resilience. For example, children keep trying until they work out how to build a ramp from wood and guttering. Children's problem-solving skills and physical development are supported to the highest level.

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

- Since registration, the childminder has developed her practice to an outstanding level. She has an extremely clear and ambitious vision to provide the highest-quality childminding service for children and parents.
- The childminder is highly qualified, which has an extremely positive impact on the quality of teaching and education for all children, to meet their individual needs.
- The childminder ensures that her highly effective continuous professional development opportunities build on her already excellent knowledge and skills. For example, following training, the childminder has developed a superb outdoor learning space, and she uses her expert teaching skills to help to promote young children's communication and language skills to an exceptional level.

- Partnerships with external agencies and parents are excellent. For example, parents receive consistent feedback about their children's learning and development over time. The childminder ensures parents know how their children learn and what they need to learn next. She provides an extremely wide range of opportunities and activities for parents to try with their children at home. This further helps children to continue their learning at home and supports a very consistent approach.
- Children benefit from lots of outings to help to promote their sense of community. For example, children enjoy regular trips to a farm and local toddler groups. The childminder helps to promote children's social skills superbly, such as when groups of other children and childminders enjoy their time together. The childminder provides children with a rich set of experiences to help them learn about diversity, equality and the world around them.
- The childminder's curriculum intent and implementation are securely embedded. The teaching of the curriculum is highly effective, particularly with a strong focus on communication and language skills, personal, social and emotional development and physical skills for the youngest children. Children are very well equipped for the next stages in their learning.
- Children consistently and confidently use the new language they learn. For example, when children practise self-help skills, such as making good attempts to put on their shoes, they remember that their shoes are fastened with 'straps' and 'laces'. Furthermore, while children make random marks with crayons and water, they copy the childminder and excitedly shout out 'zig-zag'.
- The childminder makes excellent use of daily routines as learning opportunities. For example, during mealtimes, the childminder uses mathematical language to help to promote children's early mathematical skills, such as discussing the shapes of crackers, counting bowls and fresh fruit and naming colours.
- Children enthusiastically show visitors a butterfly growing kit. They point to a pop-up mesh container and say 'caterpillar' and tell visitors that a guinea pig likes 'carrots' and 'dandelions'. The childminder includes stories about a 'hungry caterpillar' and healthy eating habits to help children make sense of the world. Children make superb progress. They are deeply engaged, inquisitive and curious learners.

Safeguarding

The arrangements for safeguarding are effective.

The childminder consistently updates and has excellent safeguarding knowledge. She can recognise when a child is in immediate danger, for example from domestic violence, female genital mutilation and radicalisation. The childminder confidently explains the steps to take to raise her safeguarding concerns without delay, such as to the local authority. The childminder consistently teaches children how to keep themselves safe, such as in the event of a fire and how to hold scissors safely. The childminder completes daily checks of her home to ensure it is safe for children to play and learn.

Setting details

Unique reference number	2635419
Local authority	Croydon
Inspection number	10289447
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Coulsdon, in the London Borough of Croydon. She operates all year round, from 7.30am to 6pm, Monday to Thursday. The childminder holds a qualified teacher status, level 6. The childminder offers funding for the provision of free early education for children aged three and four years old.

Information about this inspection

Inspector
Jane Morgan

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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

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