

Childminder report

Inspection date: 23 July 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 are relaxed and engaged in the childminder's care. They thoroughly enjoy their time in the warm, welcoming home environment. The childminder interacts very well with the children. She is attentive and kind, forms secure relationships with the children. She knows the children well and provides them with reassurance and cuddles as needed. For example, babies are given cuddles after waking from their nap until they are ready to go off and play. This helps children feel safe and secure.

The childminder has high expectations of children's behaviour. She is polite and respectful, which she encourages the children to replicate in their own interactions with each other. Children are encouraged to wait, take turns and share resources. Children build good relationships with their peers. The childminder praises them for their achievements, for example when they sit until they have finished eating. The childminder is calm, speaks clearly and gently explains to children what they need to do to help them understand what is expected. Children are supported well to develop positive attitudes to learning.

Children have fun together as they dance while playing instruments. The childminder extends children's learning through their chosen activities. For instance, she sings along to the music children play, which the children excitedly join in. The childminder provides children with many experiences outside of the setting. For example, she takes the children to a playgroup, the park, library, and the farm. This enhances children's learning and development and expands their knowledge of the wider world around them.

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

- The childminder gathers information from parents during their settling in time to help her get to know the children, understand their individual characteristics and needs. She identifies children's individual starting points and uses observations to assess their learning. This helps her to understand where children are in their learning and development. The childminder accurately recognised suitable curriculum links to children's likes, interests and next steps. She provides enjoyable experiences to help close the gaps in children's learning.
- The childminder organises the setting and resources effectively to ensure that children can make choices about their play and learning. She carefully considers children's interests and knows what they enjoy playing with. However, adult lead activities are not consistently tailored to maximise children's learning. For example, she does not carefully consider her planning and how it is implemented to fully capture children's learning.
- Children have ample opportunities to develop their communication and language

skills. The childminder encourages children to explore words and sounds as they sing along to their favourite songs. Children repeat familiar words and phrases in response to the childminder's warm interactions. Babies engage well as the childminder makes the sound of different animals. She effectively models different vocabulary. Children easily access age-appropriate books, which they happily share with the childminder.

- Children benefit from good opportunities to build on their independence and confidence. The childminder ensures babies have space to crawl around and access toys, while older children are encouraged to manage their own self-care needs, such as washing their hands independently and feeding themselves. They ask the childminder for help when needed.
- The childminder gives children specific praise to help them understand their achievements. She gives children enough time to persevere at tasks that they can complete by themselves before she intervenes to help. This helps children become resilient learners.
- The childminder provides opportunities indoors for children to dance and get moving. There is also a wide range of resources in the garden for children to extend their learning. She also uses outings to a range of places and activities to broaden children's experiences. This helps to enhance his physical skills well.
- Children are helped to make healthy food choices, such as eating fresh fruits, during snack times. They have freshly cooked nutritious meals each day. Children learn about healthy eating from a young age. This helps children learn about how to keep themselves healthy.
- Parents are very happy with the service provided by the childminder. They say their children are happy attending and are making progress in their learning. Parents say the childminder is very approachable and supportive and that she provides regular information about their children's care and learning.
- The childminder takes a proactive approach to developing her skills. She continually reflects on what she can do to develop her practice. She undertakes training that is targeted at improving her knowledge and considers how she can use this to benefit the children in her care.

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:

- plan adult lead activities more effectively to help promote children's learning even further.

Setting details

Unique reference number	2641376
Local authority	Croydon
Inspection number	10260225
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	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 is based in Norbury in the London Borough of Croydon. She is available for childminding all year round, Monday to Friday, from 7am until 6pm.

Information about this inspection

Inspector
Marvet Gayle

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder completed a learning walk of the environment with the inspector and discussed the curriculum for children.
- The inspector held discussions with the children.
- The inspector observed children's play and evaluated their learning with the childminder.
- The childminder shared relevant documents, which the inspector sampled, including a first-aid certificate.
- Parents shared their views of the setting with the inspector in writing.

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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