

Childminder report

Inspection date: 15 August 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

The childminder builds warm relationships with the children. She gets to know them well and talks to them about their backgrounds and previous experiences. Children are happy and relaxed. They feel excited to arrive at the childminder's home. Children are well cared for. They eat and sleep in a relaxed and calm environment. They feel safe and secure in the childminder's home.

The childminder plans ambitious opportunities for children to learn about the world around them. She creates a wide range of opportunities to visit the local community and beyond. Children enjoy going on trips to the park, playgroups and local shops. Children talk excitedly about their visit to the local zoo and what they know about the big animals. Children develop a deep understanding of nature and wildlife through real experiences. They are able to remember long term what they have learned.

The childminder supports children to develop self-care skills. She has high expectations of children's behaviour. The childminder helps children to choose their own activities, put on their own clothes and feed themselves. Children are keen to practise doing things for themselves. They are developing confidence and independence. Children feel competent and have high levels of self esteem. They behave well.

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

- The childminder supports children to learn key skills. She encourages children cooperatively with each other, to take turns and share. When children struggle to manage their feelings, the childminder supports them appropriately. Children are developing social and emotional skills. They are well prepared for the next stage of their education.
- The childminder plans a well-sequenced curriculum. She supports children to have a wide range of experiences that help them to learn new knowledge. The childminder plans learning experiences based on the children's interests. Children are able to develop their own talents and recognise their achievements. They are keen to gain new knowledge and have increasingly challenging experiences.
- The childminder plans opportunities for children to hear a range of stories. However, at times, the childminder's speech is too fast. Children do not always have time to process what they have heard. On occasion, children are not able to fully understand the new vocabulary they have learned and use it correctly in their play.
- The childminder assesses what children know and can do. She uses her knowledge of child development to plan ambitious activities. For example,

children practise increasingly difficult physical skills. They grasp and drink from different cups and use different cutlery. Children practise and develop new skills over time.

- The childminder plans a variety of focused activities that help children to learn new knowledge and skills. However, on occasion, she does not consider closely enough what individual children need to be able to concentrate and join in. This occasionally impacts on their engagement and willingness to take part in activities.
- The childminder understands that some children may need additional help with their learning. The childminder works effectively with parents and other agencies to identify possible gaps in learning. All children receive expert help where required.
- Parents are happy with the experiences children have with the childminder. They report that the childminder gives them information to help them to understand what children have been learning. Parents say that this helps them to support children to reach their developmental milestones at home.
- The childminder understands that it is important for children to be physically active. She plans daily opportunities for children to play outside in the garden or go on walks to the local park. Children learn to cross the road safely and have opportunities to develop key physical skills, such as running and climbing.
- The childminder is reflective of her practice. She regularly arranges professional development opportunities. The childminder makes links with other childminders and her local authority. This helps her to keep up to date with ways to support children's learning. The childminder's teaching skills continue to develop over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of the safeguarding issues that may affect children in her care. She knows how to report her concerns to the appropriate authorities. The childminder understands the action she must take in the event of an allegation being made about an adult. She regularly attends training to help keep her knowledge and skills up to date. The childminder carries out risk assessments of her home to help children to stay safe from harm.

What does the setting need to do to improve?

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

- further strengthen how new language is introduced to children to help them to fully understand new words and use them in their play
- consider more closely the support individual children need to join in and concentrate when planning focused activities.

Setting details

Unique reference number	2648126
Local authority	Croydon
Inspection number	10305133
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Kenley, Croydon. Her operating hours are 7am until 6pm, Monday to Friday. The childminder operates all year round.

Information about this inspection

Inspector

Kate Daurge

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 the premises and discussed how they ensure it is safe and suitable.
- 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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder's setting with the inspector.
- 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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