

Childminder report

Inspection date: 14 May 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

The childminder has established an inclusive and welcoming environment for children. One of her main strengths is her ability to support and encourage children's individual personalities and home languages. The childminder has worked hard to create an album of children's family members, which they look at together happily. This helps children develop a strong sense of belonging and learn about family differences. In addition, the childminder has learned some basic words in children's home languages, which she uses when talking to children during activities and at mealtimes. This provides children who speak English as an additional language with the safety and security they need. The childminder supports children's emotional well-being effectively.

The childminder has high expectations for children's learning, ensuring that her ambitious curriculum teaches them new skills. For example, trips to parks and playgroups have increased children's communication and social skills. Children display confidence in their play. As part of the curriculum, the childminder reads books and sings songs with children, who respond with enthusiasm. Children are motivated and have positive attitudes to learning. The childminder teaches children to behave well. When children have minor disagreements during play, she guides them sensitively to resolve their problems. Children are learning to share and take turns with each other.

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

- The childminder clearly enjoys her job, and this has a positive impact on children. She is caring and nurturing, which helps her develop strong relationships with them. This is evident, for example, when children approach the childminder for spontaneous cuddles and reassurance. Children form secure attachments with the childminder, which contributes to their emotional well-being.
- The childminder works hard to implement consistent rules and routines. She speaks clearly and kindly to children, such as when reminding them to sit at the table while eating. This teaches children how to keep safe and to behave well.
- The childminder observes and assesses children's learning regularly. She uses effective planning arrangements to support her broad curriculum. This enables children, including those receiving funding, to make strong progress over time. This is especially evident in children's communication and language development. However, the childminder's planning is not sufficiently focused on the current learning needs of different children. As a result, even though children are eager to participate in activities, they sometimes lose interest and become restless.
- Children develop a healthy lifestyle. They have regular access to fresh air and

opportunities to practise their physical skills. During snack and mealtimes, children learn about the effects of food on their bodies. They receive appropriate support from the childminder, while brushing their teeth, to promote good oral hygiene. Children gain a strong understanding of how to look after themselves.

- The childminder communicates with other professionals and completes required training, such as first aid and safeguarding, to keep her knowledge up to date. She is keen to expand the range of activities for children, particularly in mathematics, but has not yet addressed this.
- Children enjoy choosing books and listening to stories being read to them. While listening to a story about pirates, they learn new words, such as 'enormous' and their meaning. The childminder is good at building on and extending children's vocabulary.
- The childminder evaluates the setting's quality and effectively implements positive changes. For instance, she recently upgraded the handwashing facility to promote children's independence in performing hygiene tasks. This fosters children's self-care and health awareness. In addition, she has been successful in teaching children how to put on their coats and shoes for outdoor play. Children gain skills that are needed for their future education.
- The written feedback from parents is extremely positive. They appreciate the strong partnership with the childminder and find the 'excellent communication' keeps them fully informed about their children's learning. The childminder's strong collaboration with parents benefits children's learning both in the setting and at home.

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 more precisely for each child's next steps in learning, so they make even better progress over time
- continue to engage in professional development opportunities, particularly to enhance knowledge of promoting children's early mathematical skills.

Setting details

Unique reference number	2651054
Local authority	Croydon
Inspection number	10347104
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
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 2022 and lives in the London Borough of Croydon. She offers funded early education for two-and three-year-old children. The childminder works from 8am until 6pm, Monday through Thursday. She holds a childcare qualification at level 3.

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 her evaluation of her setting.
- The childminder showed the inspector around her setting and explained how she implements her early year's curriculum. She evaluated an indoor activity with the inspector and discussed the impact this has on children's learning.
- The inspector observed activities and the childminder's interaction with children indoors and outdoors. She talked to children at appropriate times during the inspection.
- The inspector held discussions with the childminder at appropriate times during the inspection. She checked relevant documentation, such as the childminder's suitability and training records.
- The inspector read written feedback from parents, which was taken into account.

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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