

Childminder report

Inspection date: 5 June 2025

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 get involved in a wide range of activities in this well-resourced home. The childminder has warm relationships with the children and values each child highly. She takes time to get to know children and links activities to their interests. The childminder builds close bonds with new children and follows their home-care routines while they settle. The childminder has high expectations of children, and she uses a calm and gentle approach to managing their behaviour.

The curriculum is broad and balanced, and all children make good progress. The childminder observes children regularly and acts promptly to close any gaps in learning. She supports children's creative development well. Children enjoy handling ice and observe how it changes when water is added to it. They add more water to make the ice melt, so they can find the frozen sea creatures inside.

Children enjoy drawing pictures using crayons, pencils and chalk and gain good creative skills. The childminder helps children to gain good mathematical skills. She teaches them the names of different shapes as children play with a magnetic shape construction kit. The childminder counts the number of paper rockets displayed on the wall and sings number songs and rhymes to children. She teaches children mathematical language to compare size, such as 'long', 'short' and 'big'. These activities enable children to develop good skills in preparation for school.

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

- The childminder supports children's communication, language and literacy skills effectively. She questions children and gives them time to think and respond. The childminder sings songs and rhymes and reads stories to children, who gain good skills.
- Children learn to do things independently. The childminder teaches younger children how to use the potty and how to feed themselves. She teaches older children how to put their coats and shoes on. Older children scrape their plates and put them away after lunchtime. The childminder teaches children how to share and take turns. For example, children take turns to use wheeled toys in the garden.
- The childminder has good links with parents and gives them regular updates on children's activities and progress. She works closely with parents to support children's development in areas, such as weaning and toilet training. Parents' written comments show high appreciation of the care and learning that is provided by the childminder.
- The childminder understands why she needs to keep her skills and knowledge up to date. She attends regular updates on first aid and safeguarding. The childminder reflects on her work and sets goals to build ongoing improvement.

- The childminder works effectively with others who assist her in caring for children. She discusses their work and offers support, where needed. The childminder provides regular training updates on first aid and safeguarding to those who assist her in caring for children.
- The childminder keeps her home safe and clean for children's use. She carries out daily checks, indoors and outdoors, and cleans all surfaces to keep children safe. The childminder teaches children how to use furniture with care and discusses road safety with them. Children act with care and caution.
- The childminder helps children to gain a good understanding of feelings. She supports children by teaching them how to manage different emotions, where needed. The childminder reads stories to children and teaches them names of different feelings.
- The childminder supports children's understanding of the world well. She plants strawberries with children and teaches them how things grow. The childminder teaches children about different seasons and takes them on walks in autumn to gather leaves. She teaches children about people who help us, such as doctors and dentists, and children gain a good understanding of the world.
- The childminder shows some understanding of how to support children's individual needs. For instance, she gathers information by speaking with parents. However, she is not yet aware of other ways to seek professional advice. This means her knowledge of how to access additional support to meet all children's needs is not fully developed.
- Overall, children have good opportunities to climb, jump, run and balance using a range of resources in the garden. However, the childminder decides when to take children into the garden, and this does not always reflect children's choices. This means that children cannot choose where they play and learn best.

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:

- extend knowledge of how to seek appropriate support to promote the best outcomes for all children
- review the daily routine to enable children to choose where they play and learn best, including the outdoor area.

Setting details

Unique reference number	2662891
Local authority	Croydon
Inspection number	10380769
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in South Norwood in the London Borough of Croydon. The childminder provides care for children from Monday to Thursday, from 8am to 6pm, during term-time only. She offers the government funding for childcare places. The childminder works with an assistant.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum, while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents during the inspection.

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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