

Childminder report

Inspection date: 5 August 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

The childminder creates an environment where children feel happy and relaxed. She gives children choices about what they want to do. For example, children ask to play outside and enjoy spending time in the fresh air. The childminder encourages children to have a go at new skills. She teaches children to ride on bicycles. The childminder guides children to slide safely down the big slide. Children gain confidence and are resilient learners, who take appropriate risks in their play.

The childminder helps children to learn social skills. She plans a wide range of experiences for children to learn to interact with other people. For example, children enjoy talking about their trips to the park and local farm. The childminder uses these opportunities to encourage children to speak to a range of people in different environments to give them confidence. When children need reassurance, the childminder takes sensitive action. This helps children to feel emotionally secure.

The childminder plans activities to help to extend children's knowledge and skills. For example, she supports children to learn early reading skills. The childminder adapts her teaching to support children of different ages. For example, while older children identify sounds in words, the childminder helps younger children to develop their listening skills. This promotes children's learning.

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

- The childminder has a strong understanding of the way young children learn. She uses this to plan activities that children enjoy. The childminder finds out what children are interested in. This helps children to engage in their learning and develop positive attitudes and confidence.
- The childminder works with parents and carers and external partners to find out what children need to learn. She plans opportunities to extend these skills with children. However, the childminder does not use her assessments to focus on the most important skills that children need to learn next. At times, children do not engage in learning at the highest levels.
- The childminder skilfully interacts with children. She asks open questions and encourages children to give thoughtful answers. The childminder teaches children ambitious new vocabulary. Children feel excited to share their experiences. They develop high levels of confidence and fluency.
- The childminder understands that children need to learn how to solve mathematical problems through real experiences. For example, children role play spending money and measuring quantities. This helps children to develop mathematical skills.
- The childminder understands when some children have gaps in their learning.

She reaches out to expert partners for additional support for children. The childminder helps children to receive support for special educational needs and/or disabilities (SEND) where required. This promotes all children's learning.

- Parent partnerships are strong. The childminder plans exciting experiences for children that they share with their parents. She builds strong relationships with individual children that parents say help them to feel safe. This helps children to feel settled and ready to learn.
- The childminder teaches children to be kind. She reminds children to think about the safety of themselves and their friends. This helps children learn to be responsible for their actions.
- The childminder understands that it is important for children to eat a nutritious menu. She ensures that children have access to healthy and well-balanced meals. The childminder supervises children while eating. She attends training to help her to understand how to mitigate risks to children. This promotes children's physical health.
- The childminder teaches children about the differences between themselves and other people. She helps children to understand that people have different challenges. Children enjoy finding out about the lives of other people. They learn to be tolerant and respectful of other people.
- The childminder plans professional development opportunities to help to strengthen her skills. For example, she has recently attended training to consider how to support children to develop their concentration and focus. The training opportunities for the childminder help her teaching skills to develop over time.

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:

- develop further how to identify precise next steps for children's development to support them to engage in their learning.

Setting details

Unique reference number	2694338
Local authority	Croydon
Inspection number	10394457
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	3 to 5
Total number of places	0
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the New Addington area of the London Borough of Croydon. The childminder operates all year round, from 7.15am to 6.30pm, Monday to Friday. In addition to English, the childminder can communicate using British Sign Language. She provides government funded childcare.

Information about this inspection

Inspector
Kate Daurge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the 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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