

Childminder report

Inspection date: 12 February 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

One of the childminder's main strengths is her effective management of children's behaviour. She establishes clear expectations for behaviour and explains the consequences of children's actions on others. This helps children to behave well. Additionally, the childminder reminds children how to play safely indoors, especially when they feel the urge to run. Children receive good levels of supervision. This is because the childminder is attentive and engages with children in play. This contributes to children's happiness. For example, during a planned activity with play dough, children have great fun pretending to cook sausages together with the childminder.

The childminder's curriculum is broad and balanced. She offers experiences that children may not find elsewhere, including trips to the local children's centre for stay-and-play events and visits to the library. These outings provide children with enjoyable activities and encourage interaction with others. Children develop their social skills in readiness for school. The childminder also reads books and sings nursery rhymes to expand children's vocabulary. She discusses facial features with children, who repeat what they learn. Children are starting to gain confidence in expressing themselves verbally and show positive attitudes towards learning.

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

- The childminder uses her strong knowledge of child development to support children in making significant progress from their starting points. Her observations and assessments of children's abilities are precise. This enables the childminder to identify gaps in children's learning, particularly in areas such as personal and language development.
- The childminder has clear intentions for her curriculum. She places a strong emphasis on developing children's vocabulary. Children hear clearly pronounced single and repetitive words. This approach helps reinforce children's understanding and retention of new vocabulary. The childminder reads books well to children. Children enjoy listening and try to copy animal sounds. These learning opportunities teach children new words and support their language development.
- The childminder models positive behaviour for children. Children listen well and help with age-appropriate tasks, such as tidying up toys.
- The childminder has a wide variety of toys and resources to help motivate children to play. However, she does not always arrange the environment effectively. This can make it challenging for children to take the lead in their play and make independent choices.
- Children arrive happy and eager to start their day. They receive a warm welcome from the childminder, which helps them settle in quickly. This friendly reception

fosters a strong and trusting relationship between children and the childminder. Children engage in cooperative play with their peers. This supports children's emotional well-being effectively.

- The childminder helps young children walk up the stairs safely. This enables children to exercise their leg muscles and promote their physical development. The childminder takes advantage of this opportunity to engage children in conversations about numbers. Children are beginning to count, which contributes to their early mathematical skills.
- Children enjoy nutritious snacks and meals in the setting. They learn the importance of personal hygiene practices, such as regular hand washing. These habits help to reduce the risk of infectious illnesses and encourage children to take responsibility for their own health.
- Parents are very happy with the service provided. They particularly appreciate that their children feel at home with the childminder, with whom they have developed a strong bond. However, the childminder has not yet fully explored ways to share information with parents or involve them in assessing her services. This hinders the childminder's ability to ensure consistent practices both at home and in her care.
- The childminder is proactive in promoting her professional development. She has completed several training courses, including one focused on supporting children with additional learning needs. This training has helped her support children and equipped her to offer appropriate support to enhance their learning experiences. This has had a positive impact on children's behaviour and language development.

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:

- review the arrangement of toys and resources to enable children to make independent choices about their play
- enhance communication with parents to better support their children's learning and involve them more in the self-evaluation process of the setting.

Setting details

Unique reference number	2700512
Local authority	Croydon
Inspection number	10376206
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	2 to 8
Total number of places	6
Number of children on roll	5
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 her childcare services during term time only, from 8am until 6pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 3. The childminder receives government funding for all eligible children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained her early years curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke with parents on the telephone to seek their views on the quality of the provision.
- Children engaged with the inspector at appropriate times during the inspection.
- The childminder and inspector carried out a joint observation of a planned activity.

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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