

Childminder report

Inspection date: 3 July 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 is a warm and intuitive practitioner who knows the children well. Children develop strong attachments with her and seek support and comfort when required. The home-from-home atmosphere is calm and joyful, where children are respected as individuals and nurtured to thrive. They become confident communicators who explore their ideas freely and with enthusiasm. For example, children eagerly build a den when the childminder offers them a blanket. They use it to look at books together and create their own play.

The childminder plans fun and motivating activities for the children in her care, including opportunities for children to be active outdoors. Children enjoy regular trips to the local playgroup and park. This extends children's learning about the community and the world in which they live. They have access to a broad curriculum that provides opportunities for children to develop their physical skills and healthy lifestyles.

The childminder supports children to become confident, independent and to have positive self-esteem. They are confident to talk to visitors and share their experiences with them. This demonstrates they feel safe and secure. The childminder praises their efforts and achievements readily. She encourages children to share and play cooperatively together as they pretend to be doctors. Children behave well.

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

- The childminder demonstrates a strong understanding of child development. She observes and assesses children on an ongoing basis during their play and knows them well. However, she does not fully use this knowledge to help plan intentionally for what it is that children need to learn next. This means that although children enjoy and learn well from what is on offer, they have limited opportunities to develop the skills that will benefit them the most.
- The childminder supports children well to develop their social skills. They visit playgroups where they can play with other children. Children learn about their different feelings and emotions and how their behaviour impacts others. The childminder provides consistent emotional support, empowering interactions and opportunities for children to make choices. Routines are calm and predictable, which helps children feel safe and confident. Transitions are handled with sensitivity, and children are supported to express their feelings appropriately.
- Children benefit from regular outdoor experiences that support their physical skills and well-being. The childminder provides children with activities to develop their small-muscle skills in preparation for early writing. For example, older children pick up balls with a pair of tongs and put them in a bucket. Young

children practise their pincer grip to transfer resources in a container.

- Children are supported in developing their communication and language skills. The childminder provides a narrative as children play and names the items they use. She repeats words back to children. This helps them to know their words are valued and understood. The children then use this language spontaneously during play. Children learn to communicate their needs, for example when they want to sleep.
- The childminder has established strong partnerships with parents. Parents express their gratitude towards the childminder and are pleased with the care their children receive. Children's progress is shared regularly and respectfully. This helps everyone involved in the care of the children to provide a consistent approach.
- The childminder has a positive attitude to her professional development. She regularly updates herself and undertakes development opportunities. She is reflective of her practice and has identified that she would benefit from further training, for example on how to support children with special educational needs and/or disabilities. This will help her further to ensure all children in her care are making the best progress possible.

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:

- strengthen the planning of activities to ensure it is intentional to meet the individual children's interest and next steps.

Setting details

Unique reference number	2710139
Local authority	Croydon
Inspection number	10394453
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Croydon. She offers her service all year round, from Monday to Friday, 8am until 6pm. The childminder holds a childcare qualification at level 2.

Information about this inspection

Inspector

Anja Eribake

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector 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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