

Childminder report

Inspection date: 8 October 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 is very enthusiastic and provides a warm and nurturing environment. Therefore, children are content and secure and thrive in the childminder's care. The childminder and any assistants engage consistently well with children. They have interesting discussions with children and ask thought-provoking questions to support children to express their needs and ideas.

The childminder plans an exciting curriculum that is based on children's needs and interests. For example, they visit a museum to see an exhibition about dinosaurs where they dress up and participate in dinosaur themed activities. The childminder skilfully supports children to recall their previous experiences. Children proudly share photos of previous events and recall key information.

Children build strong caring bonds with the childminder and any assistants. They enjoy cuddles and beam with pride when they are praised for their achievements. Children learn behavioural expectations through well-established routines. For example, they know to wash their hands before mealtimes and help to tidy up the toys. The childminder ensures that children have daily opportunities to exercise and explore outdoors and their local community. The garden is used well to develop physical skills and explore sensory play. Children explore nature during visits to the park to collect pine cones. They attend playgroups where they make connections with others and build their social skills.

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

- The childminder closely monitors children's development and identifies what they need to learn next. She gathers useful information from parents about children's starting points when they initially start attending. She provides helpful guidance to parents about how they can also support children's learning at home, such as working together to support toilet training.
- Overall, the childminder and any assistants use successful strategies to develop children's communication and language development. They comment on what children are doing, introduce new words and ask questions to help children think and respond. However, on occasions, routines do not consistently enable children to participate in storytelling and rhyming activities to support their language and communication development further.
- The childminder encourages positive behaviour. She praises children's achievements and children proudly respond to 'high fives' given. The childminder's gentle approach means the environment is calm and children are then confident to explore new things. Children understand the routines and know what to expect, which supports their emotional security.
- Partnerships with parents are strong. Written feedback from parents confirms

how much they value the childminder and they say that their children have made good developmental progress. Parents describe the childminder as 'amazing' with a 'fun personality'. Parents say that their children talk positively about their day, such as going on outings and trips and games they have played.

- The childminder supports children with special educational needs and/or disabilities well. She work closely with parents and other professionals to support children's progress and understand individual children's needs. This ensures that children's development is well planned for and that early help is identified, where necessary.
- Children learn about healthy lifestyles and the importance of being physically active. They enjoy a range of nutritious, freshly prepared meals and snacks. The childminder understands children's health needs and has secure arrangements in place to accommodate these.
- The childminder is evaluative and updates her professional development regularly. She has completed numerous short training courses to keep her knowledge and skills up to date. The childminder reflects on what she has learned and considers how new knowledge can support better outcomes for children. For example, recent training around curriculum planning has helped her to offer more varied learning opportunities.

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:

- enhance opportunities for children to participate in storytelling and rhyming activities to boost their language and communication development further.

Setting details

Unique reference number	2756885
Local authority	Croydon
Inspection number	10349464
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in London Borough of Croydon. The childminder sometimes works with her assistant. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government-funded places for children aged between nine months and four years.

Information about this inspection

Inspector
Laura Brewer

Inspection activities

- The childminder and inspector carried out a learning walk to discuss how the setting is organised and the curriculum provided.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector took account of written feedback provided by parent and carers.
- The inspector sampled a range of documentation, including evidence of training attended and the progress check for children aged between two and three years.

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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