

Childminder report

Inspection date: 17 January 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 provides a warm and welcoming learning environment, where children arrive eager to start their day and to see their friends. All children are highly mindful of each other, for example helping to support their peers to get ready to play outside or when taking turns during snack times. All children are extremely aware of the feelings of others, helping to support their personal and emotional development.

The childminder provides daily opportunities for children to enhance their physical development. Regular outings to play groups and forest schools help children to extend their physical development by moving in different ways. For example, at forest school children learn how to climb trees and use resources in different ways. They also learn about their own safety and well-being, such as when they toast marshmallows over open fires.

The childminder is skilled in adapting all activities to meet the individual needs of the children that are participating. During a game of 'dabber bingo', the childminder adapted it so younger children were able to start to learn sequencing with counting, while providing further challenge to most-able children with higher numbers to count. This helps to support children's emerging mathematical development.

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

- The childminder works closely with other agencies helping to keep children safe. She attends meetings to share feedback on children's development and welfare, providing continuity of care for children.
- Children's learning and development are well supported. The childminder works closely with other settings the children attend to share targets and next steps. This helps them all to work on progressing children's learning and development.
- Resources to help children learn about diversity and the wider world around them are not routinely made available for children, to further support their learning and understanding within this area.
- Children's independence and self-help skills are nurtured well. Children learn how to cut and peel their own fruits at snack time. They also learn how to pour their own drinks, making sure not to spill any. Children's self-esteem is further fostered as they receive lots of praise from the childminder and they beam with pride.
- The childminder develops children's fine motor development through the use of activities, such as play dough. Children manipulate the dough into different shapes using rolling pins and cutters. They also develop their senses as they smell the dough, working out the scent that has been used.

- The childminder keeps up to date with her own training and development. She works closely with other childminders to review and evaluate her own practice, helping to identify training that will benefit the children. Recent training has helped the childminder understand safeguarding procedures and how to make referrals to keep children safe.
- Daily safety checks and regular risk assessments help the childminder to keep children safe. Children are also taught the importance of rules when using resources, such as the trampoline outside. They remind the childminder of the rules, recalling what they have been taught. Children are learning about their personal safety.
- The childminder plans fun and exciting activities, helping children to learn through play. The childminder uses her expert knowledge of children's interests and next steps to plan activities to help progress children's learning. Creative development for children is a key strength.
- Feedback from parents is highly positive. Parents feel the childminder goes above and beyond to help and support the children as well as the families. They feel children are happy and secure in her care, and progressing extremely well.
- Children are confident learners. They happily ask the childminder to swap over activities and resources. They confidently ask the inspector questions and answer any questions in reply. This further extends their language development. The childminder ensures quieter children have a voice and are included in activities asking their views and thoughts. This helps to support children's language as well as their personal and social 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:

- strengthen diversity activities and how resources are used to teach children about the wider world in which they live.

Setting details

Unique reference number	2759414
Local authority	Croydon
Inspection number	10349671
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
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 2023 and lives in the London Borough of Croydon. The setting is open each weekday throughout most of the year. The childminder holds an appropriate early years qualification. She provides funded early education for children.

Information about this inspection

Inspector
Rebecca Hurst

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder 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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