

Childminder report

Inspection date: 14 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in the welcoming and safe environment. They form a close attachment to the childminder, which helps them to feel emotionally safe and secure. The childminder knows the children extremely well and has high expectations of what they can achieve. Children show a good level of independence and are eager to learn. The childminder tracks children's development successfully to ensure that any gaps in learning are swiftly addressed. Children are well prepared for their next stage of learning and make good progress. Older children support younger children affectionately and display a warm and friendly nature. Children are confident, behave well and clearly enjoy being with the childminder. Both young children and the older children are relaxed and play harmoniously together. Mealtimes are sociable events. Children sit at the dining table and enjoy the nutritious food offered. For example, they choose the fillings and skilfully make their own wraps for tea. The childminder provides challenging and interesting activities in her well-organised home.

The childminder shares relevant information with parents and other professionals. This ensures that children's healthcare and additional needs are managed well. The childminder is sensitive to children's anxiety about returning after the COVID-19 (coronavirus) pandemic lockdown. Photographs of activities she had planned helped children to look forward to reattending. During lockdown, the childminder gave parents theme-based activity packs to promote children's continued learning.

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

- Arrangements for partnership working with parents are good. Parents are happy with the quality of care and education their children receive. They comment that the childminder promotes creativity well and does great work in literacy and mathematics. The childminder listens to parents' concerns and acts on them to promote children's well-being.
- The childminder ensures that children have access to a good range of books. She uses well-known stories to ignite their imagination and willingness to learn. For example, the three bears sit at the table and the children recall the story. They learn to sequence, use mathematical language and discuss concepts of 'hot' and 'cold'. They learn to group objects into three and enjoy creating their own bears. The childminder provides many opportunities for children to count and use simple addition and subtraction. Children excel in mathematics.
- The childminder's effective routines support children's knowledge of their own needs, health and independence. For example, they arrive from school and immediately wash their hands. They inform the inspector that they have their own towels and their own toilet roll. They explain it is so they will not spread germs. The childminder regularly takes children on trips to local parks and

woods. They benefit from discovering nature, fresh air and regular exercise. They practise physical skills using the pestle and mortar to make 'potions' while playing in the mud kitchen.

- The childminder uses pretend play effectively to introduce children to new vocabulary. For example, children are learning the names of the different flowers in the pretend garden centre. Resources offered support children to represent their own ideas, thoughts and feelings and to learn about the world and their communities.
- Through games and drawing activities, the childminder supports children's writing skills and letter and number recognition well. Children are very pleased that they have their own drawer at the childminder's home. They proudly show the inspector their work and that they each have their own set of coloured pens.
- The childminder actively encourages children to manage and understand their own feelings. They understand the importance of respecting each other and that they each have differing needs. This supports children's good behaviour. The childminder reinforces positive messages to children about what is expected of them and praises their achievements. Although the children happily take part in all activities on offer, the childminder sometimes uses gender stereotypical language when presenting resources to children.
- The childminder has established a programme of professional development to increase her teaching skills further. She has made improvements in her practice. For example, she has improved the way she assesses her observations of the children to better understand what to do next to support their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps well informed of her local safeguarding procedures and knows who to contact if she has any concerns. She ensures that she understands the current risks to children in her local community. She is alert to the indicators that may mean a child needs protection. The childminder ensures that she regularly completes training in first aid and safeguarding. She is vigilant and provides a safe and secure environment for the children in her care.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider the use of language when presenting resources to children, to develop their understanding of non-gender stereotypes and build on their understanding of the world.

Setting details

Unique reference number	EY102210
Local authority	Croydon
Inspection number	10101962
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	4 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 2002 and lives in Shirley, in the London Borough of Croydon. She operates all year round from 7am to 6pm, Monday to Friday. The childminder provides funded early years education for three- and four-year-old children. She has a childcare qualification at level 3.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- Discussions were held with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents gathered from a telephone conversation.
- The children talked to the inspector about what they enjoy doing with the childminder.
- The childminder showed the inspector around her home. She talked about the different activities she provides to support children's learning and development.
- The inspector observed the childminder interacting with children. She assessed the impact of teaching on children's learning.

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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