

Childminder report

Inspection date: 16 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming environment for children and is very attentive to their individual needs. She understands that children thrive and learn best when they feel secure. Children show that they are very happy and comfortable in the childminder's care. They seek reassurance when needed and enjoy the childminder's warm interactions with them. The childminder is a good role model. Children respond positively to her kind and caring approach. They learn how to play harmoniously and to treat others with respect.

The childminder has high expectations of what all children can achieve. She plans a curriculum that incorporates activities and topics that give children plenty of opportunities to develop their skills to support their future learning. The childminder ensures that she gathers background information about children when they start. She provides activities that align with children's interests and abilities from the start. This helps children to settle quickly and develop their sense of belonging. She supports children with special educational needs and/or disabilities (SEND) with their targets as she works alongside other professionals. Therefore, all children make good progress in their learning.

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

- The childminder is ambitious for every child to reach their full potential. The curriculum is individualised around what children need to learn next. Children learn through a well-planned and sequenced curriculum. All children make good progress from their starting points in development.
- Children become confident communicators. The childminder speaks clearly and repeats new words, such as 'pupa' and 'cocoon', for children to learn. This helps children to develop a broad vocabulary. The childminder has lovely conversations with children, giving them time to think and respond and allowing them to develop their own ideas. Children develop a love of books and eagerly share phrases from their favourite books.
- Children are keen and enthusiastic learners. The childminder is a good role model. She eagerly joins children's play to support their learning. However, occasionally, she does not consistently use activities and children's interests to extend their learning or focus specifically on what she intends for them to learn. This means that activities do not always support children's learning precisely.
- The childminder uses mathematics throughout children's play. Children hear numbers and count resources during everyday activities. The childminder uses mathematical language about shape and size as children play with play dough. This helps children to develop their problem-solving skills and have exposure to early mathematics.
- The childminder teaches children how to behave well. Routines are well

established, and children thrive in the familiarity. Children receive praise as they have a go and are well mannered. This helps children to behave well and creates a calm learning environment.

- The childminder builds strong relationships with parents and carers. They report that they receive a good number of communications from the childminder and that they feel comfortable to raise any topic for discussion. The childminder gives parents guidance that supports them to help their child's development and learning. For example, she shares ideas for children's learning at home.
- The childminder provides a diverse and inclusive service. She supports children with SEND well and works with parents and other professionals to meet children's individual needs. However, the childminder has not extended working in partnership with other settings children attend to provide a cohesive approach to children's learning.
- The childminder regularly takes children on trips to local woods and groups in the local community with other childminders. This helps children to develop their physical skills, learn about the world around them and extend their social skills. The childminder introduces colours as children use tweezers to find hidden dinosaurs in coloured rice and mark make with chalk to extend their fine motor skills.
- The childminder is committed to driving continual improvement. She identifies areas for development based on her reflective practice and attends training to support this. For instance, she researches alternative communication techniques and assessment methods to recognise the progress made by children with SEND.

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 focus given to children's emerging interests during activities to extend their learning further
- develop partnership working with other settings children attend to provide a consistent approach to their care and learning.

Setting details

Unique reference number	EY217092
Local authority	Croydon
Inspection number	10394775
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 September 2019

Information about this early years setting

The childminder registered in 2002. She lives in South Croydon, located in the London Borough of Croydon. The childminder offers care all year round, from 8am to 6pm, Monday to Wednesday. She offers government funded childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education during activities and the impact this has on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector considered written feedback from parents and spoke to children during the inspection.
- The inspector sampled relevant documents, including the suitability of household members and the childminder's first-aid qualification.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025