

Childminder report

Inspection date: 26 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is friendly and she creates a caring, family atmosphere. Children have good, secure bonds with the childminder and each other. This promotes a sense of belonging and helps children to settle and feel safe. It also has a positive impact on children's personal development.

The childminder has an ambitious curriculum. She uses children's interests to plan experiences. For example, children show an interest in the natural world. The childminder enhances children's interests and takes them on regular woodland walks. This supports children's individual learning needs.

Children who speak English as an additional language are given opportunities to hear and develop their own language alongside English. The childminder is proactive and gathers key words from parents. This helps children to be ready for their next steps in learning. This has a positive impact on the quality of education which children receive.

The childminder encourages children's positive behaviour. She asks children to 'use kind hands' and teaches children how to use simple signing, such as 'more' and 'please'. The childminder shares these positive behaviour strategies with parents. This reinforces the childminder's expectations of children's behaviour. Children play and learn well together in this setting.

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

- The childminder ensures that children know a range of nursery rhymes. She is skilful and pauses as children take their time to mouth the words and join in with actions to the rhymes. The childminder helps children to understand and develop an awareness of rhyme and rhythm. This has a positive impact on children's language development.
- The childminder encourages children to develop a love of reading. She spends time reading to children. Children sit with her and turn the pages of books as she reads to them. The childminder points out the main characters and explains the story to them. During other activities, she asks questions to extend their learning. However, at times, the childminder does not give children enough time to think and respond. This has an impact on how children obtain knowledge and understanding.
- Children enjoy a range of sensory experiences. The childminder invites anxious and confident children to experience different textures. For example, they explore shaving foam as they touch, blow and smell it. This promotes children's curiosity and confidence in their learning.
- The childminder has a strong partnership with parents. She communicates with

parents and carers at drop-off and collection times. The childminder has a menu displayed on a notice board and parents are made aware of meals that are available each week for their children. However, the childminder does not always share enough information with parents. Particularly, she does not consistently share information about their child's individual progress and how to support their children at home.

- The childminder supports children's self-help skills. For example, younger children learn to be independent in changing their shoes as they go from indoors to outdoors. This gives children opportunities to challenge themselves. The childminder remains close by and is encouraging, giving them instructions and guiding them. Children develop their confidence in age-appropriate ways.
- The childminder's practice supports children's care needs, particularly those with allergies and food intolerances. She cooks healthy, homemade, nutritious meals for children. The childminder ensures that her meals meet children's individual dietary needs. She gently encourages reluctant eaters to try new foods. This supports children's health and safety.
- All children go to sleep in rooms with good ventilation. Most children sleep in travel cots and some children sleep in pushchairs, which are spacious and have back supports which lay flat. The sleeping arrangements offer a good space for children to rest. This has a positive impact on children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder implements effective safeguarding policies and procedures. She knows how to make referrals to help protect children. The childminder recognises the signs and symptoms of when a child may be at risk of harm. She ensures that the environment is safe. The childminder carefully and safely supervises children into her vehicle. Parents with vehicles do not use the childminder's driveway. This is because young children may not be seen when cars pull in and out of the drive. This is an effective risk assessment to reduce harm to children.

What does the setting need to do to improve?

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

- build on questioning skills to enable children to have more time to think, respond to and show what they know and understand
- enhance the existing good information shared with parents to further support children's individual interests and next steps for learning at home.

Setting details

Unique reference number	EY260423
Local authority	Croydon
Inspection number	10137861
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 May 2016

Information about this early years setting

The childminder registered in 2003 and lives in Coulsdon, in Surrey. She cares for children between the hours of 7am and 6.30pm, Monday to Friday, all year round. The childminder provides funded early years education for children aged two, three and four years. She holds a relevant level 3 qualification.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector around the setting and discussed how she ensures that it is safe and suitable.
- Children communicated with the inspector during the inspection.
- Parents spoke with the inspector during the inspection to share their views of the setting.
- The inspector viewed relevant documents as part of 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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