

Childminder report

Inspection date: 8 April 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a rich and ambitious curriculum. She focuses particularly on helping children to develop a strong awareness of their surroundings. Children learn about the 'creatures of the wood' and demonstrate their impressive knowledge of the diverse wildlife and plants. They know and recall the names of flowers, such as 'buttercups' and 'wood anemones', which reinforces their learning. The childminder incorporates a wide range of descriptive words, such as 'crunchy, soft and bumpy'. She explains what each word means, which helps to extend children's vocabulary. As a result, children become confident speakers. In addition, children develop strong core muscles as they climb, jump and balance on tree branches. They demonstrate a deep love for nature.

The childminder is calm and supportive. She gives clear and consistent messages to help children to stay safe. This is particularly important when they go on nature walks. Children learn how to recognise, assess and take age-appropriate risks for themselves. The childminder is kind and approachable. She treats children with the utmost respect. This creates a harmonious and relaxed environment. Consequently, children behave well, helping and caring for their friends. For example, older children assist their friends in overcoming obstacles and challenges during their walks. Children are emotionally secure and happy in the setting.

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

- The childminder continues to deliver high-quality education and care. She sets high expectations for all children, such as in their speech development. As a result, children make good progress from their starting points in development.
- The partnership with parents and carers is strong. The childminder communicates regularly with parents to inform them about their children's progress. Parents report that their children are very happy in the setting and feel that the childminder prepares them well for school. The childminder is dedicated to strengthening her collaboration with parents. She aims to increase parental involvement by finding ways to help evaluate the quality of the provision. The childminder finds this can further support children's development.
- The childminder observes and assesses children's learning, which enables her to plan a rich curriculum. For instance, she knows that children enjoy role playing in a pretend kitchen area. Additionally, the childminder teaches children how to grow and care for plants. She also organises cooking activities for children. However, the childminder does not consistently help children to understand the health benefits of the foods and drinks they consume. This oversight limits children's understanding of how different foods can affect their bodies.
- The childminder encourages children to be independent learners. As a result, even the youngest children are good at putting on their coats and shoes. During

planned activities, children use age-appropriate tools safely. Children show high levels of independence skills.

- Children enjoy listening to stories and rhymes. The older children, in particular, delight in reciting memorable refrains from their favourite stories. They laugh together as they mimic sounds and movements, such as 'swishing' and 'swashing' in the forest. Children are creative and have great imaginations.
- The childminder provides strong support to her assistants, who are dedicated to their work with children. Through training, the childminder and her assistants have learned to see behaviour as a form of communication. This has enhanced their sensitivity when interacting with children. As a result, children display good manners. They follow the setting's rules and boundaries well.
- Children receive plenty of praise and reassurance. This motivates them to persevere and keep trying. The oldest children respond well to addition and subtraction challenges, which support their mathematical skills. Younger children hear numbers during their play, which helps to promote their early counting skills.
- The childminder follows good hygiene practices to ensure the well-being of all children in her care. She makes sure that children wash their hands at appropriate times, which helps to protect them from germs and infectious illnesses. Additionally, the childminder implements effective nappy-changing routines with care and sensitivity. This contributes to children's feelings of safety and security in the setting.

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 the curriculum to promote children's awareness of how healthy food and drink affect their bodies.

Setting details

Unique reference number	EY260679
Local authority	Croydon
Inspection number	10380376
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 4
Total number of places	12
Number of children on roll	11
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Croydon. The childminder holds an appropriate childcare qualification. She works with an assistant. The childminder cares for children all year round, between 7am and 6pm, Monday to Friday.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the premises and explained her curriculum.
- Parents provided their feedback on the quality of the provision through written comments and questionnaires, which were considered.
- The inspector accompanied the childminder, her assistant and children on a nature walk.
- The childminder carried out a joint observation of a planned activity with the inspector.
- The inspector spoke with the childminder and engaged with children at appropriate times during 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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