

Childminder report

Inspection date: 24 April 2024

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

Children are happy and safe in the childminder's welcoming home. The childminder implements an exciting curriculum that engages children and links to their individual interests and development needs. Children concentrate intently for good periods of time as they create bird feeders. They strengthen their hand-eye coordination, and small muscle movements, as they carefully thread cereal on to pipe cleaners. Children revel in delight as the childminder helps them to hang them from her garden trees.

Children's mathematical development is progressing well. The childminder encourages them to count. For example, children count the bits of fruit on their plate and the number of people on the play bus. Their knowledge of problem solving is enhanced as they access age-appropriate puzzles. They flip and wriggle pieces into position and persevere well until their puzzle is completed.

Children enjoy story times tremendously as the childminder uses props to promote their involvement. Children access 'emotion monsters' and mirrors as they learn about different emotions and the colours they are associated with. They playfully create sad, happy and angry faces and look at their reflection. The childminder has high expectations of all children. She teaches the children to be respectful by reminding children to say 'please' and 'thank you' when speaking to each other. Children's behaviour is good.

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

- Children become increasingly independent during daily routines. For instance, the childminder encourages them to learn to manage their personal care needs, including dressing themselves for outdoor play. They can put on their coats and shoes on with ease. They enjoy the responsibility of completing small tasks, such as cutting up their bananas at snack time.
- Partnerships with parents are strong. The childminder implements effective strategies to keep parents involved and updated about their child's day and development. For example, parents are notified of the books children enjoyed through accessing online systems and daily discussions. Parents are encouraged to share learning and progress from home. They comment that the childminder 'made the settling-in process very easy and instantly made us feel at ease as parents from our initial meeting'.
- The childminder understands her responsibility to assess and monitor children's development. She knows the children well and is clear about their abilities and what she wants children to learn next and why. This supports her to provide enjoyable, challenging experiences that promote good outcomes for children.
- Children's literacy skills are fostered well. They access felt tips and enjoy making

marks in colouring books. Younger children identify their named sticker charts, increasing their knowledge that print carries meaning.

- The childminder is skilled at encouraging and extending children's communication and language during play. For instance, children attend weekly singing groups and confidently respond to the childminder's open questioning. The childminder introduces new vocabulary as she tells the children the names of vehicles such as digger, crane and cement mixer. This helps children to become confident, skilful communicators.
- The childminder has developed partnerships with other local childminders, where care is shared. However, her partnerships with local schools where early years children attend is not as established to promote consistency in children's individual development.
- Children take part in creative activities that increase their knowledge of the wider world. For instance, children acknowledge a range of cultural festivals that include Diwali, Christmas and Chinese New Year. During these times they create Rangoli patterns, cards and Chinese lanterns.
- The childminder is committed to perfecting her curriculum and fostering her professional development. For example, she visits other early years settings and liaises with childminders to get ideas for activities. The childminder completes a range of courses to increase her knowledge of child development and to ensure her understanding is up to date. This supports her to change and extend activities to improve children's learning activities.

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:

- further strengthen partnerships with early years settings where care is shared, to promote consistency in children's learning.

Setting details

Unique reference number	EY265282
Local authority	Croydon
Inspection number	10335599
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in Coulsdon, Surrey. She operates her service from 7.30am to 6pm, for three days a week, throughout the year. The childminder holds a relevant qualification at level 3.

The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector completed a learning walk of the spaces used by the children and discussed the different activities she provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and the children.
- The inspector observed the interactions between the childminder and the children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder.

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 2024