

Childminder report

Inspection date: 20 January 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

Children play happily in a safe, stimulating and comfortable environment. They are secure and relaxed with the gentle and nurturing childminder. Children go to the childminder for comfort, support and affection. Close bonds are evident. The childminder intuitively understands the children's needs and emotions. This helps promote a sense of stability and trust, supporting children's emotional well-being. Children learn to play together harmoniously and to be kind to each other; they hug each other often. The childminder provides support during minor conflicts and reinforces positive behaviour. For example, she promotes turn-taking when three young children want to use the water dispenser at the same time.

Children benefit from a variety of engaging outings that help them better understand the wider world and their local community. For example, they enjoy activities such as strawberry picking, beach visits, farm trips and singing with residents at a care home. The children are enthusiastic and highly motivated to participate in all available activities. The childminder's curriculum focuses on helping children be independent, behave well and develop their physical and social skills. This prepares them well for their future learning. The childminder has attended several courses to improve her knowledge. This includes supporting children with special educational needs and/or disabilities effectively to make good progress.

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

- The childminder is both passionate and ambitious. She regularly assesses her service to pinpoint areas for improvement. For instance, she has enhanced the menu and made the playroom more accommodating for crawling babies. She diligently completes essential training, such as first aid, food hygiene and safeguarding.
- The childminder gathers information about each child from their parents. Along with her observations and assessments of the children, she plans interesting activities to promote their good progress and align with their interests. However, she has not yet gathered information from the children's previous settings. The childminder recognises that doing so will provide valuable context for understanding the children's progress.
- The childminder effortlessly incorporates mathematics into her daily activities and routines. She creates opportunities for counting, such as counting the plates at mealtimes and the stairs as they climb. Children explore shapes by completing puzzles and examining sensory shapes. Additionally, they learn about volume and capacity while playing in the water and sand trays. This approach helps children develop an understanding of basic mathematical concepts.
- The childminder fosters children's independence effectively. For example, they

assist her in preparing their lunch by stirring the eggs with milk and adding salmon and tomatoes. They confidently cut up their fruit for a snack. She also helps them understand healthy eating habits; for instance, when they request a biscuit, she gently reminds them that fruit is a healthier option for their snack.

- The childminder promptly addresses children's personal care needs. Children happily go for a nap as she is attuned to their tiredness, which helps them settle quickly. She changes them hygienically and sensitively and supports them in using the toilet. The children eagerly wash their hands and use their own towels, minimising cross-contamination.
- Children have access to a good choice of books. They also enjoy choosing stories to listen to independently through the storytelling cube. They listen intently as they look at the props that link with the story. The childminder skilfully links books to children's recent experiences, such as 'Room on the Broom' when they visit a local theme park and notice a witch.
- The childminder ensures that all children benefit from her good-quality interactions. She helps children to speak clearly and introduces new words into conversations to help expand their vocabulary. Thanks to her positive interactions and active engagement in their play, children form strong relationships with their friends. She helps children build friendships and relationships that will benefit them in the future.
- Parents highly praise the childminder. They value the updates they receive and enjoy seeing all the 'wonderful' activities their children engage in during their outings. They mention that the experiences provided are fostering their children's confidence and independence. Parents feel that the childminder is exceeding their expectations, giving their children everything they hoped for and more.

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 communication with settings children have attended to further understand children's progress and promote continuity in children's learning and development.

Setting details

Unique reference number	EY272715
Local authority	Croydon
Inspection number	10367777
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 February 2019

Information about this early years setting

The childminder registered in 2003 and lives in Coulsdon, in the London Borough of Croydon. She operates from Monday to Thursday, all year round. The childminder has a childcare qualification at level 3. She provides funded early education.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.

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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