

Childminder report

Inspection date: 24 January 2023

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 enjoy being with the fun and caring childminder and demonstrate that they feel safe and secure at the setting. They squeal and giggle as they play with her and cuddle up to her when they need reassurance.

Children are confident to play and explore independently. They are enthusiastic and fully engaged in the wide range of activities on offer. For example, they focus for long periods of time as they engage in different types of imaginative play. Adults skilfully use available opportunities to build on children's learning and help them make connections with previous learning. For instance, when children select a noodle spoon as they play, the childminder revisits their Chinese New Year celebrations the previous week.

Children benefit from clear boundaries and expectations, and their behaviour is good. For instance, the childminder asks children to sit rather than stand on the sofa so that they do not fall and hurt themselves. Children keep on trying when they face challenges. For example, toddlers persevere as they try to push down the spout on their drinking cup.

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

- The childminder provides an ambitious and inclusive curriculum based on what children know, can do and what they need to learn next. She knows children very well. The childminder uses her observations effectively to monitor and assess children's progress. This helps all children, including those with additional needs, make good progress from their starting points.
- Toddlers' communication skills are developing very well. They babble and use gestures and words to communicate their wants and needs. The childminder supports their language development by providing a narrative for them as they play, singing songs and introducing new words, such as 'polar bear' and 'igloo'.
- Children develop good early literacy skills. They show that they enjoy stories by selecting books for the childminder to read with them. The childminder reads with expression and encourages children to repeat words she has said. Children develop their fine motor skills as they draw with chalk. They show the childminder their achievements with pride.
- Children benefit from healthy and balanced meals. However, the childminder is not consistent when helping children learn about good hygiene practices. For instance, there are times when children touch and eat food before washing their hands.
- The childminder prepares children for life in modern Britain well, such as by planning meaningful and interesting activities to help children learn about different people and communities. She ensures that she values and celebrates

children's heritages at her setting.

- Children develop good physical skills. They are eager to take part in a wide range of activities, such as drawing and throwing balls, which helps them develop their hand-eye coordination. The childminder provides children with opportunities to develop their physical skills, both outside in the garden and at the local park. Children build their confidence and strengthen their core muscles as they balance and climb.
- Generally, the childminder encourages children to develop their self-help skills. For example, children feed themselves at snack and lunchtime. However, there are occasions when the childminder does things for children that they can do themselves. For instance, the childminder cleans children's faces for them.
- Partnerships with parents are very positive. Parents say that the childminder has a 'loving and supportive relationship' with the children she cares for and comment on the good progress their children make. The childminder keeps parents regularly informed about their children's learning and development. She does this through daily feedback and parent meetings each half term. This supports continuity of care and learning between the setting and home.
- The childminder is aware of the importance of keeping her knowledge relevant and up to date. She takes part in regular online learning to support her practice, including courses on speech and language, autism and enabling environments. The childminder provides a good quality of care and education to children at the setting. She asks for feedback at her parent meetings, and this helps her reflect on and improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities in terms of keeping children safe from harm. She has a good understanding of the signs and indicators of abuse. The childminder knows what to do and who to approach if she has a concern about a child or an adult, including allegations against herself or any member of her household. She has good knowledge of all aspects of safeguarding, including radicalisation and county lines. The childminder completes relevant training to ensure she keeps her knowledge up to date. She has comprehensive policies and procedures in place to support her practice.

What does the setting need to do to improve?

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

- help children follow good hygiene routines, particularly in relation to hand hygiene, and help them make links between good hygiene and good health
- strengthen children's self-care skills by giving them opportunities to do things for themselves.

Setting details

Unique reference number	EY283619
Local authority	Croydon
Inspection number	10264021
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 May 2017

Information about this early years setting

The childminder registered in 2004. She lives with her two older children in the London Borough of Croydon. The childminder has a suitable early years qualification at level 3. She works all year round and occasionally provides overnight care. She operates from 6.30am until 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Jacque Brown

Inspection activities

- This is the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector spoke to parents and viewed written parent testimonials.
- The childminder provided the inspector with a sample of key documentation on request.

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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