

Childminder report

Inspection date: 17 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children in the setting are safe and secure. They arrive excited and eager to play. Children move freely between the house and the garden, accessing activities of their interest. They are confident to talk to new people and share their learning. For instance, young children show adults images of the fish they find in the large heavy duty plastic tray. They eagerly tell them the different names, such as 'jellyfish' and 'pufferfish'. This helps to build on children's vocabulary. Children have strong bonds with the childminder and her assistant. They confidently choose books they would like to read together. The childminder is a good role model. She gently reminds older children about rules they have been learning, such as sharing. Children quickly respond and show kindness to their friends. Children's behaviour is good.

The childminder has high expectations for all children. She provides a stimulating environment for children to explore, develop and learn. Children enjoy spending lots of time outdoors. For instance, they have breakfast outside in the fresh air. Children develop their physical skills from a young age. They are very skilled at keeping themselves safe. For example, young children confidently climb up and down steps. Older children manage the slide. Children are building on their large- and small-muscle skills.

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

- The childminder knows children well. She gathers information about children and their families before they start. The childminder uses online technology to explore dual-language books. However, she does not focus on developing easily accessible systems to support children who speak English as an additional language. In addition, she does not consider ways to extend children's understanding of their own culture and diversity. This would help to build on children's understanding of the wider world.
- Children demonstrate good levels control and behave well. For instance, they enjoy sharing the chalk as they draw outside. Young children confidently name colours such as 'pink', 'green' and 'blue'. Children develop their fine motor skills. They are very caring towards babies and share toys with them to help them feel settled. Children show good levels of respect.
- The curriculum is informed by children's interests. The childminder and her assistant have a clear understanding of the curriculum. The childminder observes children as they play so that she can plan their next steps.
- The childminder encourages children's independence. For instance, children take off and put on their own shoes. This helps the children to be independent and supports their transition on to school.
- Since the previous inspection, the ambitious childminder has demonstrated her

commitment to regularly evaluating her practice. She works closely with her assistant to review the provision and provide children with challenging and engaging activities that promote their good progress. The childminder gathers feedback from parents and quickly responds to suggestions and ideas. For instance, parents suggest a broader range of healthier options at mealtimes. As a result, the childminder introduces a wider selection of ingredients, such as couscous and chickpeas. This helps to broaden children's understanding of how to make healthy choices.

- Children's communication and language development is well supported. The childminder and her assistant model speech well. For instance, the assistant reads books and encourages children to identify their own matching clothes and colours with the images. Children skilfully problem-solve and respond to questions, in order to express their thoughts. This builds on children's emotional well-being.
- The childminder works well with parents and keeps them up to date about the different activities. Parents comment on how useful the daily feedback is. In addition, they appreciate the regular meetings and information about their children's developmental progress. Children make good progress in their learning.
- The childminder's curriculum places a strong focus on teaching children about caring for the natural environment. The childminder provides a variety of interesting natural resources and equipment, inside and outside, to support children's development. Children observe the bees when they land on the lavender. They have a good understanding about how to keep safe. Children learn about where honey comes from and grow their own strawberries, sweet peas and sunflowers. This teaches them about life cycles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete relevant training. The childminder understands how to identify possible signs and symptoms of abuse and how to make a referral to relevant agencies. She has a good understanding of safeguarding issues, such as neglect and female genital mutilation. The childminder carries out daily risk assessments to ensure that the setting is safe and secure. The indoor and outdoor areas are free from hazards. The childminder has designed the layout of the areas to ensure that children are observed at all times.

What does the setting need to do to improve?

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

- enhance opportunities for children to share more about the languages, traditions and cultural practices they experience at home.

Setting details

Unique reference number	EY307094
Local authority	Croydon
Inspection number	10214513
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 3
Total number of places	18
Number of children on roll	7
Date of previous inspection	6 October 2021

Information about this early years setting

The childminder registered in 2005 and lives in South Norwood, in the London Borough of Croydon. She operates for most of the year from 8am to 6pm, Monday to Friday. The childminder works with an assistant. The childminder holds a childcare qualification at level 3. Her assistant holds a childcare qualification at level 2.

Information about this inspection

Inspector

Angela Colman

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector observed interactions between the childminder, assistant and children.
- The childminder showed the inspector a range of documents, including a copy of her first-aid certificates and evidence of suitability checks.
- The childminder and the inspector carried out a joint observation together.
- Parents and children shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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 2022