

Childminder report

Inspection date: 9 March 2020

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

The provision is good

Children have warm affectionate bonds with the kind and caring childminder. They are happy, safe and relaxed in her care. The childminder has a good understanding of how children learn through play. She organises a wide range of activities based on children's individual interests and needs. Children's physical skills are strengthened while on trips to the local woods and parks. Children demonstrate excellent agility as they negotiate the climbing wall in the garden. Children enjoy story times and develop a love of books from a young age. They quote familiar lines from 'The Gingerbread Man' story as they access cutters and play dough. However, older children's knowledge of letter recognition is not enhanced through everyday activities, to further promote their school readiness. Children are motivated to learn and are becoming confident in their play. They listen to instructions and display a can-do attitude as they take off their wellington boots and waterproofs after outdoor play. Children behave well and show a good understanding of rules and boundaries. The childminder is proactive in reminding children to have manners. This supports children in becoming valuable members of society. All the required documentation is in place to support children's health and well-being.

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

- The childminder supports children's mathematical skills well. She organises enjoyable activities that help children learn to sort, group coloured objects and to count. For example, children explore real fruit and match them to images of fruit from 'The Very Hungry Caterpillar' story. Children's creativity is enhanced through music and movement. Young children use sticks to create a range of sounds and rhythms on drums.
- The childminder observes children regularly to identify their learning, development and abilities. She makes good use of the information gathered to ascertain meaningful next steps. This helps her to plan a stimulating and challenging curriculum. Children make good progress from their starting points.
- Children develop good communication and language skills. The childminder talks to the children about what they are doing throughout their play activities and routines. She asks them open-ended questions to stimulate their language and thinking. The childminder has created a song prop box, which enables even the youngest child to make song choices during singing sessions. This helps to support children in becoming skilful and confident communicators.
- The childminder supports children's early writing skills well. Children have access to mark-making opportunities, both in the home and in the garden. In the garden, older children access spray bottles which they use to make marks on the garden fence. Children make marks to represent their names on labels for their pot plants. However, the childminder does not consistently enhance children's

knowledge of letters during play to heighten their literacy skills even further.

- Relationships with parents and other early years settings where care is shared are good. The childminder communicates well with parents, enabling them to be fully involved in their children's learning. She suggests activities that parents can do at home to support their children's development.
- Children regularly take part in activities that contribute to their understanding of how things grow. They confidently use spades to transfer soil into their pots and cover their sunflower seeds. The childminder develops their knowledge of the roles that sunlight and water play to help make plants grow.
- The childminder supports her assistant through encouraging online training and sharing her expertise and ideas during informal supervision. This increases their awareness of good practice.
- The childminder completes a wide range of training to extend her professional knowledge and skills to help improve outcomes for children. She has undertaken specialist child development training to help her to further enhance her play activities and environment for children. The childminder reflects on her practice regularly. For example, she considers the day's events and activities, and obtains feedback from her assistant and parents. This all helps the childminder to further evaluate and improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good methods for keeping abreast of changes to the local safeguarding partnership procedures. Both the childminder and her assistant regularly complete safeguarding training. This helps to update their knowledge of how to recognise and respond to concerns about children's welfare. The childminder carries out daily risk assessments of the premises before children arrive. She assesses all activities that children take part in to reduce and remove hazards. The childminder appreciates the potential dangers posed by use of the internet and takes effective action to protect children.

What does the setting need to do to improve?

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

- extend children's opportunities to learn more complicated literacy concepts as they play, including knowledge of letters and the sounds they represent, to help them to develop even more skills to support their future learning.

Setting details

Unique reference number	EY319110
Local authority	Croydon
Inspection number	10137847
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 2006. She lives in New Addington, in the London Borough of Croydon. The childminder has a childcare qualification at level 3 and cares for children between 7am and 6pm each weekday, all year round.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The childminder and the inspector completed a tour of the premises and discussed how the home is organised to support children's learning and development.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- Suitability documentation for the childminder, her assistant and household members was checked, along with the first-aid certificates.
- The inspector tracked children's progress, and sampled their learning and developmental records.
- The inspector took account of the views of parents through written documentation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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