

Childminder report

Inspection date: 13 February 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

The childminder offers a warm and stimulating environment. Children feel secure, and they learn as they play. The childminder builds strong relationships with children, and she is responsive to their needs. This helps children settle quickly and have a sense of belonging. Children are confident to communicate with the childminder.

The childminder assesses children's development when they start, and she continues to track their progress. This helps the childminder to tailor children's learning and set accurate next steps, incorporating parents' feedback and children's current interests. This approach helps all children make good progress.

The childminder promotes children's decision-making. For example, before lunchtime, the childminder asks children if they would prefer to do some puzzles or read books. Children often request that the childminder reads them a story of their choice or look at the books independently. This helps children to develop a strong interest in books and reading.

The childminder expects children to behave well and look after each other. There is a strong focus on collaboration, sharing and turn-taking. The childminder supports children in resolving conflict and she explains the reasons behind the setting's rules. This strengthens the bond and respect between children.

Children have daily opportunities to explore the local area, such as by visiting ponds and parks. The childminder also plans regular trips to nearby farms and beaches to extend children's experiences. This helps children to remain active as they learn about wider communities.

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

- The childminder provides a robust curriculum around communication and language. She regularly introduces new vocabulary to the children and reinforces what children can already say. Children use language well and share what they are doing with others confidently.
- Parents speak positively about the childminder. The childminder regularly shares children's progress with parents. This helps parents to stay informed about children's current interests, milestones and what they need to learn next. However, the childminder is not yet supporting parents with ideas on how to extend children's learning at home.
- The childminder offers several engaging activities to children throughout the day. For example, children explore the rotating toys they have a fascination for and collect twigs from the parks to decorate them. However, occasionally, the

childminder tidies up the activities after a short period of time so that she can set up new ones. Therefore, children do not always have the opportunity to delve into resources at their own pace.

- The childminder supports children's mathematical learning in a positive manner. Children learn about numbers, shapes and quantity as they play. For example, the childminder helps children count how many blocks they can fit in a cup. When children make mistakes, the childminder understands that this is part of the learning and encourages children to persevere.
- Children have plenty of opportunities to learn physical skills. For example, they use tools for moulding sand and mark making as they develop small-muscle control. Children are becoming extremely confident in using their large motor skills during their daily walks and visits to playgroups. Additionally, children enjoy learning through singing and movement. They listen to action songs attentively and repeat the movements of the childminder.
- Children begin to become independent in their personal care. For example, children pull tissues from the box and give them to the childminder to ask for help with blowing their nose. The childminder teaches children how to wash their hands and put on their coats independently. This helps children to develop essential skills from an early age and supports their self-esteem.
- The childminder plans well to excite children's learning and exploration. She sparks children's curiosity and encourages them to discuss the cause and effect of their actions. For example, as children prepare icing for their biscuits, they observe how long it takes the icing to get thicker and they discuss if the amount of the water was too much for the mixture. The childminder strengthens children's observation by repeating the process. For example, she says, 'The icing is pink, yes, because it was white and we added some red colouring. So, it turned pink!'
- The childminder gives priority to improving her practice and sets herself targets. She is reflective and welcomes feedback from parents on an ongoing basis. This contributes to the childminder's continuous professional development and ensures that she can offer the right support for the children in her care.

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 the implementation of activities by allowing more time for children to explore them at their own pace

- provide parents with more support on how to extend children's learning at home.

Setting details

Unique reference number	EY334012
Local authority	Croydon
Inspection number	10367694
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 February 2019

Information about this early years setting

The childminder registered in 2006. She lives in Addiscombe in the London Borough of Croydon. The childminder has a childcare qualification at level 3. Her core working hours are from 7.30am to 5pm, Tuesday, Wednesday and Thursday, all year round, except for holidays.

Information about this inspection

Inspector
Ozum Alvim

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector looked at feedback from parents.

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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