

Childminder report

Inspection date: 11 January 2024

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 children praise and encouragement as they play. This helps to develop their self-esteem and positive attitudes to learning. Children are happy, secure and eager to play. The childminder understands the children incredibly well. This ensures the environment is tailored to their individual needs. She knows what interests them, which promotes their confidence and eagerness to learn. She works closely with parents to ensure consistency, such as when toilet training. This helps children to make the best possible progress. Parents comment that they are grateful for the loving environment created by the childminder, where their children's interests are developed. Children's well-being is given high priority. The patient and nurturing childminder develops close bonds with the children. This contributes to the children feeling safe and secure in her care.

Parents say the childminder is organised, thoughtful and dedicated. They credit their children's good manners to her. The childminder is a good role model. She supports children to regulate their emotions in appropriate and positive ways. The childminder has a good understanding of the different ways that children learn. She provides learning experiences that build on children's existing skills and interests. This supports all children, including children with special educational needs and/or disabilities. She quickly addresses any identified gaps in children's learning and development. This supports their good progress. The childminder plays alongside children warmly. This helps to ignite their curiosity and willingness to learn.

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

- Children's ideas are valued, which motivates them to learn. They learn to use small tools, such as scissors, and resources like glue sticks. They confidently count the buttons as they stick them on their creations. Children show pride for what they make. For example, they walk around pressing the buttons on the costume they made, making noises as they pretend to be a robot.
- The childminder provides regular outings to help children learn about the world and their local communities. For example, they enjoyed a visit to a mosque. They visit other groups regularly to develop their social skills and engage in messy play. They learn about nature when in the woods. For example, they make bird feeders after learning about the impact of cold weather on the wildlife.
- The childminder regularly reflects on her practice. She has attended all mandatory training and increased her knowledge of children with additional needs. She is embarking on an early years professional development programme. This will broaden her skills and knowledge further to promote the best possible outcomes for children. However, she failed to notify Ofsted of a significant event. Following discussion, she showed that she is now fully aware

of when to make notifications in the future. There is no impact on the care of children.

- The childminder skilfully promotes children's love of books by linking her activities to stories the children are interested in. For example, a story about a robot leads to children using their imaginations and creative skills to make a robot costume. They visit the library to borrow books and enjoy singing rhymes with other children.
- Children benefit from the childminder's positive interaction. However, she does not always consider the impact of background noise within the environment. The childminder teaches the children sign language for simple words and phrases, which enhances their confidence in their language and communication skills. This is shared with parents to continue at home.
- Children are developing good hygiene routines. They enthusiastically sing the handwashing song while washing their hands. They play games that teach them about healthy eating, and they contribute their ideas to the menu choices. Children enjoy the nutritious meals and snacks the childminder offers. The children play in the fresh air daily and are encouraged to be physically active. This contributes to their good health.
- The childminder works effectively in partnership with parents and other professionals to promote children's learning and development. Parents speak highly of the childminder. They feel well informed about their children's progress and appreciate the effective communication systems. Parents comment that the setting feels like an extension of home. They appreciate the support the childminder offers to the whole family.

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:

- consider the impact of background noise on children's speech and language development.

Setting details

Unique reference number	EY358131
Local authority	Croydon
Inspection number	10324629
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 February 2019

Information about this early years setting

The childminder registered in 2007. She lives in South Norwood, in the London Borough of Croydon. She operates all year round, from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Denys Rasmussen

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 childminder.
- The childminder talked to the inspector about what they want their children to learn.
- The childminder showed the inspector around her home and discussed her risk assessment.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and 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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