

Childminder report

Inspection date: 10 November 2021

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

The provision is good

Children settle quickly and form close attachments with the childminder and her family. When children first start, their care routines and needs are adhered to throughout the day. They are happy and relaxed in her environment, where they learn and develop. Children are confident and choose what they would like to play with as they move freely around the environment. They proudly point out their artwork, which the childminder displays on the wall. Children have a real sense of belonging and achievement.

Children have weekly opportunities to access fresh air and exercise. They visit local parks, and woods where they climb on large fixed equipment and take part in forest school activities. This helps to promote their physical skills and their understanding of the natural world. Children are beginning to understand the expectations for behaviour and to appreciate the needs of others. They learn to share and take turns, for example while playing a shopping game. Children enjoy challenging and interesting experiences that capture each child's interest. They have a positive attitude to learning and make good progress in relation to their starting points.

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

- Children are becoming independent and are keen to do things for themselves. The childminder encourages them to take an active role during mealtimes and with personal hygiene and care routines. They confidently ask for the toilet and understand why and how to wash their hands. Children use knives under the childminder's close supervision to cut a range of fruit. After listening to the story 'Handa's Surprise', they taste passion fruit, bananas and pineapples.
- The childminder monitors children's progress effectively to identify and address any gaps in their learning. She evaluates her findings to plan a meaningful curriculum to support children who need extra help. The childminder supports all children by continually challenging them.
- Children's imagination and creativity is progressing well. They experiment with a range of tools and materials. For instance, while learning about autumn, children create trees and pumpkins using autumn coloured tissue paper and glue.
- The childminder inspires children to count for purposes during play. For example, children count the pieces of fruit at snack time. They count with confidence and use mathematical language. However, the childminder, at times, does not promote children's knowledge of wider mathematical concepts, such as shape, measurement and weight.
- Parents speak highly of the childminder. They are happy with the learning opportunities that their children take part in and feel that their children are happy and well cared for.

- Children have a good understanding of language and are confident communicators. The childminder is an effective role model. She introduces children to a wide range of vocabulary during activities. For instance, while children try fruit, she asks them questions and introduces unfamiliar words, such as 'sour' and 'citrus'. Children have tremendous fun singing and mimic actions using soft toys, for example when singing, 'No more monkeys jumping on the bed'.
- The childminder helps children to develop good emotional well-being as they move to other early years settings. She works closely with the nursery to offer consistency in their learning.
- Children's literacy is developing well. They have regular opportunities to make marks, for example they create cards and drawings for their parents. The childminder helps children to hear and say the initial sounds in words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection courses. She has a secure understanding of her responsibility to protect children from harm. She knows the action she must take if she has any concerns about a child's welfare. This includes concerns she has of children being at risk from radicalisation. The childminder assesses hazards in her home and on outings to minimise potential risks. She supervises children well to ensure their safety at all times. The childminder uses a Visitor's Book, to keep a record of all persons visiting her home. She supervises children if she has any visitors to protect their safety.

What does the setting need to do to improve?

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

- develop a sharper focus on planning to provide opportunities to help children to extend their knowledge of mathematical concepts, such as shapes weight and measure.

Setting details

Unique reference number	EY374352
Local authority	Croydon
Inspection number	10104509
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	3 to 3
Total number of places	5
Number of children on roll	1
Date of previous inspection	1 April 2016

Information about this early years setting

The childminder registered in 2008. She lives in South Norwood, in the London Borough of Croydon. The childminder operates from 8am to 6pm, Monday to Friday, throughout the year. She holds an early years foundation degree.

Information about this inspection

Inspector

Trisha Edward

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The inspector observed the interactions between the childminder and the children and spoke to them at appropriate times during the day.
- A joint observation was held between the inspector and the childminder to discuss the quality of teaching.
- The childminder discussed her procedures for safeguarding children and the inspector reviewed a range of documentation, including suitability checks and paediatric first-aid certificate.
- Parents shared their views about the setting verbally and the inspector took these into consideration.

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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