

Childminder report

Inspection date: 31 July 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

Children thrive in this caring and supportive environment. They are comfortable and engaged in the childminder's welcoming home. Parents describe their children as happy, confident and curious in her care. The childminder's positive role modelling and kindness support children in feeling safe and valued. Clear boundaries promote self-regulation and cooperation, creating a calm and respectful learning atmosphere. Children show impressive behaviour and follow the childminder's instructions eagerly. The childminder responds gently and respectfully to children's choices and emotional needs. She offers opportunities to discuss feelings and empathy, for instance, with the use of emotion pictures and story reflection. 'High fives', laughter and positive reinforcement promote social connection and self-esteem.

The childminder's curriculum is ambitious for every child. She plans activities thoughtfully and adapts them to meet children's emotional and learning needs. This supports everyone to feel included, ensuring every child can access learning with confidence and joy. Children with special educational needs and/or disabilities (SEND) are well supported. The childminder speaks French and supports bilingualism well. She uses props and dual languages in storytelling. This supports children's language skills, promotes inclusive literacy and celebrates cultural identity.

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

- The childminder demonstrates a deep commitment to her role. In order to enhance her understanding of how best to support children's learning, she actively pursues professional development. This includes SEND training and engaging in reflective dialogue with early years colleagues to enrich practice and spark new ideas.
- The childminder actively takes part in a supportive group of childminders, who share ideas, plan outings and help each other. This gives children opportunities to mix with others beyond their usual setting, helping them build confidence and develop social skills in larger groups. They learn how to behave in a café and access diverse cultural experiences through museum visits, light exhibitions and cinema outings.
- The childminder knows the children well. She uses her knowledge from the parents and observations of the children to understand where they are in their learning and development and what they need to learn next. Any gaps in learning are discussed with parents and strategies are put in place to support progress.
- The childminder demonstrates a strong commitment to collaborative practice, working closely with parents and other professionals to support children's

development. However, partnerships with other settings that some children attend have not yet been established. This does not fully provide some children with consistency in their care or promote information-sharing between professionals.

- Children engage in sensory-rich activities. For example, they make scented play dough using peppermint and rose petals. The childminder guides the process by prompting recall of key elements, supporting memory, and active participation. This activity enhances children's sensory exploration of natural ingredients, while also promoting reflective thinking and expressive language. She provides tools such as hammers, rollers and cutters to encourage exploration of texture and shape. This helps to promote creativity and small-muscle skills.
- The childminder promotes children's enjoyment of books by linking them to real-life experiences. For example, while reading 'Handa's Surprise', children explore real fruits and a basket. This activity deepens their sensory awareness, helps develop their understanding of the world and expressive language. As they smell, touch, and describe the items, it brings the story concepts to life.
- The childminder ensures children have many opportunities to develop their physical skills, coordination, balance, and spatial awareness. For example, they take part in yoga, forest walking, visit soft play centres, and have access to a good range of equipment in the garden and local parks. Additionally, children are supported in acquiring key self-care skills, such as independent toileting, handwashing and how to brush their teeth.
- The childminder has a strong partnership with parents. She works closely with them from the start. Parents consistently describe her excellent communication, including regular updates, child development advice and partnership in learning. They note her flexibility and responsiveness to family schedules, which provide high-quality professional support that balances care and family needs.

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 information-sharing with other settings that all children attend to provide an even more consistent approach to supporting their learning.

Setting details

Unique reference number	EY380142
Local authority	Croydon
Inspection number	10399325
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 November 2019

Information about this early years setting

The childminder registered in 2008. She lives in South Norwood, in the London Borough of Croydon. She offers her service from 9am to 6pm from Monday to Thursday. The childminder has qualified teacher status and a qualification in childcare at level 3. She has one assistant. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- Parents shared their views of the childminder with the inspector.
- The inspector observed the interactions between the children and the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, and assessed the impact this was having 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.

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