

Childminder report

Inspection date: 5 April 2022

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

The childminder places a high priority on supporting children who speak English as an additional language. Children speak their home languages and English alongside each other. Children are happy and enjoy the time they spend with the childminder. She encourages them to be aware of healthy eating and where food comes from. The childminder supports children to help to plant and pick foods on her allotment. They enjoy helping to harvest what she has grown, and use the produce for their snacks and meals. In the garden, children help to water the fruit trees. This also supports their physical development and core muscles as they lift and pour the water using watering cans.

Children behave extremely well. They follow the routine and requests from the childminder to take part in activities and stories. Children say 'please' and 'thank you' at appropriate times, and receive praise and encouragement from the childminder. Children show confidence in the setting. For instance, they make choices about what to play with. Children self-assuredly select resources from the cupboard and engage in play. For example, they reach underneath a unit and take out peg jigsaws, which they then complete without help. The childminder has high expectations for all children. Even very young children are encouraged to take risks safely in their play. For example, they climb the steps on a tall slide without adult help. At the top, they manoeuvre into a sitting position and confidently slide down. The childminder reminds children to use both hands to hold on tight as they climb.

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

- The childminder knows children well. She exchanges information with parents about what their children know and can do. The childminder then plans a broad curriculum based on children's interests and what they need to learn next. For example, children who are competent in a baby swing move on to using a flat swing seat with no safety bars. They know to hold on tight, and gain confidence and competence in this next stage of control.
- The childminder encourages children to take part in singing activities. She labels actions and repeats words in English and children's home languages. This means that children gain confidence and skills in both languages. However, the childminder plays music in the background even when the singing activity has finished. This limits children's ability to hear spoken language clearly and take part in conversations as partners.
- Children's physical health and well-being are well supported. They play outside and go for walks every day. The childminder encourages children to manage risks and build their confidence. For example, young children climb the garden steps on their own.
- Children learn the importance of hygiene as they wash their hands after using

the toilet and being in the garden. The childminder encourages children to sing 'Happy Birthday' when they wash their hands. This helps them to understand how long to wash their hands to kill germs.

- Parents share their appreciation for the childminder and the excellent service she provides. They comment on the strong attachments that their children have made with her, and how happy and settled they are. Parents state that their children are making good progress.
- The childminder is aware of the impact of the COVID-19 pandemic during the last two years on children. She takes children to playgroups regularly so that they can experience socialising in larger groups with other children.
- Children enjoy exploring the toys and resources set out in the garden. However, sometimes, the childminder disrupts children's play and learning by moving them on to other planned activities. This means that children are not consistently given opportunities to make connections and learn from exploring their own ideas.
- Children show pleasure in the childminder's company. For example, they laugh and giggle as they pretend to run away when the childminder calls them. Children snuggle into the childminder's lap for stories and accept support with things such as eating lunch and putting on coats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and free from hazards. Children know safety routines, practise evacuation procedures and learn about road safety. The childminder has completed safeguarding training, including online safety, the 'Prevent' duty and county lines. She can identify signs and symptoms which may indicate a child is at risk of harm or abuse. The childminder knows the procedures to follow if she has any concerns about a child's welfare. She ensures that suitability checks are in place for all household members. The childminder reminds older children that they must not use mobile phones in the setting.

What does the setting need to do to improve?

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

- support children to develop their listening and speaking skills even further when engaged in activities
- help children to follow their own thought process and develop their own ideas.

Setting details

Unique reference number	EY391570
Local authority	Croydon
Inspection number	10104497
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	5
Number of children on roll	6
Date of previous inspection	2 March 2015

Information about this early years setting

The childminder registered in 2009. She lives in Purley, in the London Borough of Croydon. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Beverly Hallett

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 her evaluation of the setting.
- The inspector discussed leadership and management with the childminder.
- The inspector observed children playing inside and in the garden. She watched the childminder interacting with children.
- The inspector observed activities, and assessed the impact of these on children's learning and development.
- Parents emailed the inspector and left feedback and comments on the childminder's service. The inspector took these into account in her evaluation of the provider.
- The inspector viewed a range of documentation, including safeguarding procedures and paediatric first-aid qualifications.
- The childminder and the inspector completed a learning walk together

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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