

Childminder report

Inspection date: 23 July 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 provides a well organised home environment where children can move about, explore easily and safely. Children are loved, nurtured and cherished in this homely environment. They have a strong bond with the childminder. Children who are a little unsure, stay close to the childminder until they are more confident. The childminder is calm, respectful of the children and provides gentle encouragement which supports their confidence well. The childminder praises children's achievements and efforts. For example, when they sit to eat. She models being polite, using 'please' and 'thank you' to the children. This supports children learning to be respectful of others and to be kind.

The childminder uses opportunities consistently well to nurture children's communication skills. She spontaneously sings with the children. For example, children choose to play with musical instruments and as they play, the childminder starts to sing. Children enthusiastically join in with familiar words and actions of songs. The childminder encourages children to choose the songs they would like to sing. This supports young children's speaking skills and introduces them to new words. Children have very high levels of confidence when talking to the childminder. They express themselves clearly and articulates their conversations well.

The childminder ensures that children have good opportunities to explore, learn and have fun. For example, children are supported to develop their physical skills. The childminder plans daily outdoor activities, such as time in the garden and a range of outings. This supports children's physical health and well-being while learning about the wider world.

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

- The childminder plans her curriculum according to children's likes, interests and next steps. Prior to children starting, the childminder gathers key information from parents. This helps her identify children's individual characteristics, care, learning style and needs. The childminder knows the children well and monitors their progress closely. She provides experiences to help close any gaps in children's learning.
- The childminder organises her resources effectively, which encourages children to make choices about their play and learning. However, on occasions, the childminder does not ensure that change in routine is as smooth as it can be. For example, tidy up time, which takes a long time and as a result, young children lose their focus and become distracted.
- Children have ample opportunities to develop their communication and language skills. Toddlers speak competently to express their needs and wants. The

childminder clearly repeats what children say when it is not clear. This helps them to clarify what children say and so children can hear the correct pronunciation of words to enhance their language. The childminder uses letter sounds when children ask what a letter is to help them correctly identify the letter. Children choose songs they want to sing along with the childminder's support. Younger children are beginning to count and identify colours. They have access to age-appropriate books, which they happily look at and share with the childminder.

- Children benefit from good opportunities to build on their independence. The childminder encourages younger children to manage their own self-care needs, such as feeding themselves and drinking from a cup without lid. They learn the importance of handwashing as part of their routine. The childminder provides information about healthy eating and oral health to promote children's ongoing physical well-being.
- Overall, children behave well. They are encouraged to be polite with their peers and the childminder. The childminder offers praise for children's efforts and achievements. However, at times, strategies used to promote children's understanding of behavioural expectations is not always effective. For example, when encouraging children to listen to take turn and share.
- Partnerships with parents are successful. The childminder gathers information from parents about their children and uses this effectively to help children settle into the setting. She shares information daily about what the children have done and are learning. Parents speak highly of the childminder and the good progress their children have made since being in her care.
- The childminder reflects on her practice and continues to deepen her knowledge and skills. For example, she has taken a range of training to support her practice and enhance children's learning. All children make good progress.

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:

- organise change between activities more effectively to ensure these times are as smooth as possible and help to promote children's focus and learning
- review strategies use to encourage young children's co-operation with their peers and adults.

Setting details

Unique reference number	EY407145
Local authority	Croydon
Inspection number	10336993
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 July 2019

Information about this early years setting

The childminder registered in 2010. She lives in Norbury, located in the London Borough of Croydon. The childminder operates her service from 7am until 6pm on Monday to Friday, all year round. The childminder works with a co-childminder and an assistant. The childminder offers funded places for children aged two, three and four years.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk and discussed the curriculum for children.
- The childminder and inspector jointly evaluate activities and the impact on children's learning.
- The inspector spoke to children during the inspection and join in their play when invited.
- The childminder shares parents written feedback with the inspector, which have been taken into consideration.
- The inspector looked at a sample of relevant records and documentation, including evidence about suitability and training.
- The childminder clearly explains her risk assessments for both indoors and outdoors.

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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