

Childminder report

Inspection date: 14 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children form positive relationships with the childminder. They are excited to attend and receive a friendly welcome. Children settle quickly and show that they feel safe and secure. The childminder is attentive to children's needs; she recognises when children are hungry or tired. Children enjoy cuddles and are given reassurance when needed, which enhances their emotional well-being. Children know the routine well. This supports their independence. Children make choices in their play and complete tasks for themselves, which increases their self-help skills.

Children show a positive attitude to their learning. They engage in activities and respond to meaningful questions from the childminder. This further extends their knowledge. For example, children make pizzas for lunch. They talk about food from different countries, which helps them learn about the wider world. Children taste the variety of toppings and discuss their favourites. Children build on previous learning. This helps to consolidate their understanding. They learn about safety as they use knives to cut fruit, and they understand about the cooker being hot.

Children know and follow the rules in the childminder's home. They share resources and are kind to their peers. The childminder reinforces positive behaviour and shows that she respects the children. Children behave well and use good manners.

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

- The childminder has a good understanding of the early years curriculum that she provides. She plans activities following children's interests, uses observations and identifies children's next steps. However, these are not accurately linked to the child's next stage of learning, which limits them from making rapid progress.
- Children's communication and language development is given high priority. The childminder engages in meaningful conversations and plays alongside children. She asks open-ended questions giving children time to think and answer. Children learn new vocabulary during activities and repeat new phrases. They confidently sing songs and retell familiar stories with the childminder.
- The childminder has good partnerships with parents. Parents feel that their children have settled well and are making good progress. The childminder provides daily updates on children's routines and shares progress checks for children between the ages of two and three years old. However, parents share that they receive limited information about what their children are learning.
- Children have opportunities to learn about the local community and wider world. They regularly access groups and socialise with other children. The childminder cooks food from other cultures for children to experience. Children learn about others less fortunate than themselves as they engage in activities for Children in

Need. This helps them understand what makes them unique and learn to respect others.

- Children extend their imagination as they role play with the train track. They discuss with the childminder different places they can visit and use the traffic lights to understand when it is safe to proceed. The childminder challenges children's thinking by adding more trains travelling in different directions. This helps children to problem-solve and try out ideas, which builds on their confidence.
- The childminder works well in partnership with other professionals and her co-childminder. They communicate well and ensure that children are supervised and that ratios are maintained. The childminder has identified when children need extra support with additional needs. She speaks to parents to ensure timely referrals are made. This helps children receive the support they need to make progress.
- The childminder regularly visits parks and local play spaces for children to develop their physical skills and coordination. Children eat healthy snacks and meals which helps them understand the importance of following a balanced diet and maintaining healthy lifestyles. Children follow good hygiene routines; they understand the importance of washing their hands after using the toilet, before eating food and after stroking the childminder's dog.
- The childminder evaluates her practice. She reflects on activities and makes changes when necessary. The childminder keeps up to date with her training and uses her knowledge to make improvements. The childminder has addressed her previous recommendations by extending children's knowledge of diversity and inclusion and supporting children to become more independent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to safeguard children, which includes whistle-blowing. She has completed safeguarding training including the 'Prevent' duty and knows the correct procedures to follow if she has any concerns regarding a child's welfare. The childminder ensures that the environment is free from hazards. Risk assessments are in place for caring for a dog in the home. The childminder limits screen time and talks to children about safety. Suitability checks are in place for all adults living in the family home.

What does the setting need to do to improve?

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

- ensure that next steps are linked to children's stage of development to help them make the best possible progress
- extend partnerships with parents to ensure that they are fully aware of what

children are learning.

Setting details

Unique reference number	EY407659
Local authority	Croydon
Inspection number	10235394
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 2010. She lives in South Norwood, within the London Borough of Croydon. The childminder provides care from, Monday to Friday, between 9am and 4pm, all year round, apart from childminder's holidays. She receives funding to provide free early education for children aged two, three and four years. The childminder has a level 3 childcare qualification. She works with a co-childminder.

Information about this inspection

Inspector

Helen Craig

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 provider.
- The childminder and inspector carried out a learning walk together. The childminder talked about the curriculum and what she wanted children to learn.
- The childminder and inspector carried out a joint observation of a planned activity and discussed the impact on children's learning.
- The inspector spoke to parents and took account of their views.
- The childminder and inspector discussed safeguarding and how the childminder evaluates her practice.
- The inspector looked at relevant documents, which included paediatric first aid, insurance, qualifications and suitability of all adults in the family home.

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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