

Childminder report

Inspection date: 15 February 2023

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 has strong and secure attachments with children. Children enjoy cuddles and happily venture off to have a go at activities independently. The childminder understands what may affect children's concentration and emotional well-being, and responds with care and attention. Children develop their social skills as they snuggle together to listen to stories read by the childminder. They excitedly select their own books and toys to play with. Children play alongside each other calmly and confidently.

The childminder has a clear vision for her service and keeps her knowledge up to date. She gives a high priority to building children's self-esteem and encourages them to have a voice. Children confidently express their needs clearly. For example, they choose toys to play with and communicate when they wish to rest.

The childminder knows children extremely well. She uses her precise and purposeful assessments to help children to move forward in their learning. The childminder carefully evaluates how the COVID-19 pandemic may have affected children's learning and development. She plans suitable ways to help children to develop important skills. For example, to strengthen children's physical skills, the childminder takes children to explore large-scale activities and more challenging equipment in the local area.

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

- The childminder skilfully supports children to develop their communication and language skills. For example, she asks simple questions and develops children's conversational skills effectively when sharing books. Children listen and respond with excitement.
- Children are confident communicators. For example, babies happily babble, and toddlers use simple sentences as they play and explore. Children follow simple instructions. They fetch blankets when prompted and follow more complex instructions to operate play equipment.
- The childminder carefully assesses children's starting points in learning and engages with parents to discover children's prior knowledge and experiences. She uses this information efficiently to help children to move forward in their learning.
- The childminder understands the importance of early literacy and fosters children's love of books. Babies eagerly select books to share with the childminder and explore independently. The childminder skilfully develops children's early comprehension skills through simple questioning and discussion. All children learn how to handle books; for example, they learn to turn the pages carefully.

- The childminder's curriculum is generally meaningful with purposeful experiences to help children to learn important knowledge and skills. However, there are occasions when children are not always encouraged to freely express themselves, or to develop a wide range of creative skills and techniques. This means that children are not always fully equipped to develop their creative talents.
- Parents are pleased with the quality of care which the childminder provides. When information is exchanged, the childminder responds with care and sensitivity. This helps parents and the childminder to develop a consistent approach together to support children in reaching their developmental milestones.
- The childminder has established a strong network of support and connections in the community. She understands the importance of preparing children for transitions, such as starting school. The childminder exchanges useful with local schools to help to plan for children's needs effectively. Children learn important skills for the future, such as spatial awareness, social skills and listening skills.
- The childminder further extends children's thinking skills through everyday routines. For example, children decide which fruits to eat for their snack and consider how to prepare them.
- The childminder regularly seeks the views of parents and adapts her provision to meet children's needs more productively. For example, she has made changes to the way in which the parents are informed about their children's progress.
- Children learn about hygiene. For example, they wash their hands before having snacks and use tissues to wipe their faces when reminded.
- Children develop their physical skills successfully. For example, babies build their core strength and stability as they pull themselves up to standing and cruise energetically. Toddlers use a jug to pour water with excellent control. Children strengthen their fine motor skills as they enjoy scooping, pressing and poking the sand while burying objects.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands what steps to take if she has a concern, including an allegation of serious harm. She understands how to make a referral and knows who to contact. The childminder understands her responsibility to keep her knowledge of safeguarding matters up to date. She keeps her paediatric first-aid certificate up to date, and knows what to do and how to respond in a medical emergency. The childminder regularly evaluates the safety of spaces in her home and garden area which are used for childminding purposes. Any risks to children's safety are minimised.

What does the setting need to do to improve?

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

- help children to develop creative skills and techniques and express their ideas fully.

Setting details

Unique reference number	EY415553
Local authority	Croydon
Inspection number	10263784
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2011. She lives in Purley in the London Borough of Croydon. The childminder provides childcare all year round, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Jenny Griffiths

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 their evaluation of the setting.
- The inspector observed and evaluated the quality of interactions between the childminder and the children present.
- The inspector held discussions with the childminder about her use of assessments and how well children make progress in their learning.
- The inspector talked to the childminder about her wider links in the community and the benefits to children's learning and development.
- A discussion was held with the childminder about her vision for her childminding service and her evaluation of strengths and weaknesses.
- The inspector read letters from parents, who wished to share their views about the quality of the childminder's service.
- The inspector talked to the childminder about how she has developed the curriculum.
- A discussion was held with the childminder about her understanding of safeguarding and welfare matters.

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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