

Childminder report

Inspection date:

6 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder does not ensure suitability checks are applied for when staff first start at the setting or follow fully robust safer recruitment procedures. However, unchecked staff are not left unsupervised with children, which minimises any risk to children's safety and welfare. The childminder does not provide adequate induction or ongoing supervision to support staff with their professional practice. Despite this, children have developed strong relationships with the childminder and her assistant. They demonstrate that they feel safe and secure in their care. Younger children enjoy cuddles, which help them to settle quickly. Older children confidently approach the childminder, her assistant and volunteer. They engage them in their play and ask them to share stories.

Children enjoy singing and join in with the actions. Younger children copy their older peers and repeat familiar phrases, which increases their vocabulary. Children listen to stories with interest. The childminder asks meaningful questions and gives children time to think, answer and make predictions. Children behave well; they respond to praise and encouragement and enjoy 'high fives'. Children are independent with their self-help skills. For example, they put on their coats and shoes, help with tasks and share resources with their peers. The childminder, her assistant and volunteer talk to children in a calm manner and are attentive to their needs, which supports their emotional well-being.

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

- The childminder has a clear overview of the curriculum and what she wants children to know and learn. The childminder and assistant observe children as they play and build on their interests. They plan a wide variety of fun activities and first-hand experiences, which support children's learning. All children make good progress from their starting points and are prepared for their next stage of learning.
- The childminder and her assistant place a high priority on children's language and communication. They provide commentary and give clear explanations during activities and routines. Children learn new vocabulary, which helps extend their sentences. Younger children repeat words and enjoy singing and stories. They learn animal noises and name body parts. Children ask questions, make their needs known and communicate confidently.
- Opportunities to extend children's physical skills are incorporated into the daily routines. Children access the garden and use the climbing apparatus and trikes to develop their gross motor skills. Children encourage their friends as they practise balancing on stepping blocks. The childminder provides nutritious snacks and meals and talks to children about the importance of healthy lifestyles.

- The childminder and assistant have good partnerships with the parents. They share information about children's routines and activities. However, the childminder is inconsistent with sharing children's next steps in learning and ideas to continue learning at home. Overall, parents are happy with the care provided and feel their children are happy and settled. They state they have seen improvements in their children's social interactions and language skills. Some parents would value more information about their children's learning and development.
- The childminder does not have robust procedures in place to recruit staff. Suitability checks are not completed in a timely manner. However, children's safety is not compromised, as staff are not left unsupervised with children. The childminder does not ensure volunteers receive induction training that supports them to understand their roles and responsibilities and offer high-quality experiences for children.
- The childminder evaluates her practice. She seeks views from children and parents and shares ideas with other childminders. The childminder rotates resources and reviews activities to maintain interest. However, the childminder does not update her own knowledge. She does not provide supervision to staff or identify areas for their professional development. The assistant is proactive in accessing her own training to increase her skills.
- The childminder and assistant support children during play to develop their mathematical and literacy skills well. Children regularly count and learn concepts of shapes and size, weight and capacity as they fill containers at the sand tray. Older children use scissors, match letters and use white boards to write their names. Younger children develop their fine motor skills by building towers and rolling balls.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses risk assessments and daily checks to ensure the home environment is safe for children to play. Children practise evacuation procedures so that they understand what to do in an emergency. The childminder and assistant have completed safeguarding training, including 'Prevent' duty. They recognise the potential signs and symptoms of harm or abuse and know what to do if they have any concerns about a child's welfare. The childminder, assistant and volunteer all understand the importance of protecting children and would whistle-blow if the situation arose. The childminder and assistant have suitability checks in place.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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embed robust recruitment and induction procedures to ensure all staff are supported and understand their roles and responsibilities	31/01/2023
strengthen staff supervision to provide support and identify areas for training.	31/01/2023

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

- strengthen partnerships with parents to ensure a more consistent approach to children's learning, alongside sharing next steps and ideas to continue learning at home
- build on continued professional development to strengthen knowledge and raise the quality of teaching to benefit the children even further.

Setting details

Unique reference number	EY415929
Local authority	Croydon
Inspection number	10235459
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 3
Total number of places	11
Number of children on roll	8
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2010 and lives in Thornton Heath, in the London Borough of Croydon. The childminder works with an assistant and a volunteer. The childminder offers care from Tuesday to Friday, all year round, between 8am and 6pm. The childminder and assistant hold early years qualifications at level 2 and 3. The childminder provides funded early education for three- and four-year-old children.

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 to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to the assistant and volunteer about their induction, supervision and safeguarding.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance, and suitability checks.

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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