

Childminder report

Inspection date: 20 September 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 is a warm, kind and approachable practitioner. She fosters a nurturing and welcoming atmosphere where every child feels valued and respected. The childminder emphasises the well-being and safety of children in her care. She practices yoga with children, which has a positive impact on their attitudes towards their play. For example, it helps children to be more relaxed and calm. The childminder reinforces positive behaviour among children. She shows children patience and talks to them in a sensitive manner. Children play cooperatively with each other.

The childminder follows a child-led curriculum, which is built around children's interests. Indoors, she encourages children to sing and dance because she knows they enjoy these activities. Outdoors, children demonstrate a strong focus as they play with water, filling, emptying and pouring containers. During water play, the childminder engages children in a role-play activity of making cups of tea. Children have a great time, and this opportunity allows them to develop their imaginations. The childminder teaches children to take appropriate risks during a physical activity. She tells children about the impact of exercise on their hearts and muscle development. Children laugh joyfully as they bounce up and down, increasing their stamina and health. Children are highly motivated to play.

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

- The childminder is an experienced and knowledgeable practitioner. She has high expectations for all children and plans an ambitious curriculum that focuses on promoting children's independence skills. This is because the childminder wants children to be able to look after themselves in readiness for school and beyond.
- Children demonstrate a strong confidence in carrying out manageable tasks, such as making their sandwiches for lunch. Additionally, children gain social skills that enable them to interact with others well. Children, including those who speak English as an additional language and those who receive funding, make notable progress from their starting points in their development.
- Communication and language also feature strongly in the curriculum. The childminder engages children in meaningful conversations throughout the day. However, she sometimes does not check children's understanding, especially when she uses action and complex words. This does not fully consolidate children's learning.
- The childminder organises various outings to enhance children's learning experiences. For example, she takes children to parks and playgroups and on nature walks to observe changes in the environment. The childminder and children have fun collecting natural resources, such as dry leaves, which they bring back to the setting to explore. These opportunities develop children's

awareness of the world around them.

- Children develop emotional connections with the childminder. They enjoy cuddles and receive positive reinforcement for their actions, such as for joining in and singing. The strong bond between the children and the childminder shows the trust and security that children feel.
- Partnerships with parents are effective. The childminder works closely with parents to support children's learning in the setting and at home. Parents write positive comments about the service they and their children receive. For instance, they praise the childminder for creating a welcoming environment, as well as for the enjoyment their children experience while attending the setting.
- The childminder uses her good teaching skills to develop children's early mathematical skills. She encourages children to incorporate numbers and shapes into their spontaneous play and various activities. This helps children to develop their mathematical skills in a fun way.
- The childminder is committed to her professional development. For example, following training, she has enhanced her knowledge of how to make precise observations and assessments to identify possible gaps in children's learning as quickly as possible.
- The childminder involves parents regularly to identify strengths and areas for improvement. This helps to maintain high standards of care and education with positive outcomes for children.
- Children's behaviour is good. They listen well and are polite. Over time, children have learned to say 'thank you' and 'yes, please', and they incorporate these into their interactions. This is because the childminder consistently models positive words and actions for them.

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:

- use opportunities more effectively to check children's understanding to build on and extend their learning.

Setting details

Unique reference number	EY416429
Local authority	Croydon
Inspection number	10355020
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	6
Number of children on roll	3
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Croydon. She operates all year round, from 8.30am to 5pm, Monday to Friday, except for public and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained her early years foundation stage curriculum. She discussed with the inspector her evaluations during observed activities and her assessments of children's learning.
- The inspector observed children's play and activities, inside and outside. She discussed with the childminder about the progress children have made from their starting points in development.
- Parents shared their views with the inspector through written testimonials. These were taken account of in the setting's evaluation.
- The inspector engaged with children at appropriate times during the inspection. She checked relevant documentation, such as the childminder's suitability records and training certificates.

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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