

Childminder report

Inspection date:

3 December 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder understands the importance of implementing a challenging curriculum across all areas of learning and development. For example, she discusses the importance of setting high expectations for all children's learning and providing relevant experiences to help them make good progress.
- The childminder understands how to use information from assessments and observations to monitor children's progress. Therefore, she will be able to identify gaps in children's development and plan to close any gaps in learning.
- The childminder understands her role in child protection. She is sufficiently alert to the indicators of abuse and neglect and knows how to raise concerns about a child's welfare. In addition, she is aware of her responsibilities under the 'Prevent' duty guidance.
- The childminder is aware of the need to risk assess her play areas and supervise children to help keep them safe. She understands how to manage children's behaviour positively, such as using effective explanations and distractions.
- The childminder understands the importance of working in close partnerships with parents and carers to help meet children's needs. She is aware of the benefits of working closely with external agencies and parents to support children who may have special educational needs and/or disabilities. This approach helps to provide consistency in children's care and learning.
- The childminder recognises the importance of providing healthy meals and opportunities for daily outdoor play to support children's physical well-being.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	EY431342
Local authority	Croydon
Inspection number	10213563
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	5 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 October 2017

Information about this early years setting

The childminder registered in 2011. She lives in Thornton Heath, in the London Borough of Croydon. She has a childcare qualification at level 3. The childminder is available Monday to Friday, from 7.30am to 6.30pm, throughout the year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Josephine Afful

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 assessed the childminder's knowledge and understanding of the safeguarding and welfare requirements.
- A learning walk was conducted by the inspector and the childminder. They held discussions about how the childminder plans to provide an ambitious and inclusive curriculum.
- The inspector looked at a range of documentation, such as evidence of the childminder's and household members' suitability and her 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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