

Childminder report

Inspection date: 25 June 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 children enjoy their time with the childminder and have strong bonds with her. They are happy as they enter her home and separate easily from their parents. The childminder knows the children well and is sensitive to their emotional needs. She gently coaxes them to have their nappy changed by offering them a choice of toys to hold while she changes their nappy. The childminder is able to help children manage their behaviour while still respecting their choices. Consequently, children understand that their views are valued, which helps build their self-worth.

Children are confident as they move around the childminder's house and choose what to play with. They create challenges for themselves with the resources available. For example, they decide to build the 'Tower of London' out of magnetic blocks. The childminder encourages them to think of different strategies to achieve this. This helps children to develop a 'can-do' attitude and supports them to develop critical thinking skills. They enjoy recalling their previous experiences with the childminder's support. For example, when they spy a fly, the childminder encourages them to describe the insect they found the day before. Children compare and contrast the two insects. This supports them to make connections and to develop their working memory.

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

- The childminder learns what children are interested in through her observations, and through sharing information with parents. She uses this when planning what she wants the children to learn next. For example, as the children are curious about insects, she shows them real caterpillars. Children are in awe of the caterpillars and observe them with fascination as they move in the pot. The childminder has also planned to take them to a butterfly house. These first-hand experiences help children to develop a deeper understanding of the world around them.
- The childminder has a strong curriculum in place for developing children's language. She fosters a love of books and children choose to look at books independently throughout the day. When she learns that a child is interested in a particular book at home, she orders it for her setting too. The childminder sings songs spontaneously and the children delight in joining in. Parents say that their children sing songs at home that they have learned from the childminder. This helps children to learn new words.
- The childminder focuses on supporting children to become independent. She encourages them to take their bibs off and throw their rubbish away by themselves. She works with parents to support children in potty training. Children enjoy being given responsibilities, such as cutting fruits with knives. However, on occasion, children do not wash their hands before eating, to

support their full understanding of this routine.

- Children are given lots of time to become familiar with the childminder when they first begin. They visit her with their parents for months before their first session. This process means that the childminder can learn about the children from their parents and know them well before they are left with her. Consequently, children experience a smooth transition and develop secure attachments with the childminder from the very beginning.
- The childminder has high expectations for the children. She clearly explains the consequences of unwanted behaviour and the impact the children's choices may have on themselves and others. The childminder supports children in developing positive behaviours and attitudes. She encourages children to share and take turns with each other. She models positive behaviours and praises children for helping each other.
- Children benefit from healthy food and drinks at meal and snack times. The childminder makes sure that there are always vegetables included in every meal. She offers children new food over several days to encourage them to get used to it. She uses stories such as 'The Very Hungry Caterpillar' to help children become curious about trying fruits.
- The childminder identifies and undertakes training that will develop her practice and knowledge, and keep her up to date. She completes regular online training, and networks with other childminders and childcare associations to share good practice and ideas. She evaluates her provision and is strongly motivated to drive improvement in her practice.

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:

- further improve the arrangements for teaching children the importance of hygiene routines such as handwashing.

Setting details

Unique reference number	EY435985
Local authority	Croydon
Inspection number	10339237
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 July 2018

Information about this early years setting

The childminder registered in 2011. She lives in Norbury, located in the London Borough of Croydon. The childminder operates her service Monday to Friday, all year round. She works with an assistant. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Jenny Selvakumaran

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 childminder.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector.
- Children chatted and interacted with the inspector.
- The inspector observed the interactions between the childminder and the children.

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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