

Childminder report

Inspection date: 25 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 children thoroughly enjoy spending time with the gentle and caring childminder and staff. They are happy, settled and love playing with their friends. They have developed close bonds with both the childminder and staff and take great pleasure in involving them in their play. For example, they dress and feed their 'babies' together. The childminder actively participates, modelling kindness and how to care for babies. Parents praise the clean and nurturing environment. They note their children are happy and thriving due to the childminder's love and warmth. The children show they feel safe and secure in the well-organised and stimulating environment. The thoughtful curriculum takes into account their developmental stages and interests, leading to good progress for all children.

Children are encouraged to share and take turns. They learn to manage their feelings through the childminder's sensitive and skilful interactions. For instance, the childminder helps them agree to wait their turn to play with the shopping trolley. The children are eager and highly motivated to engage in all available activities. They make choices in their play and persist with tasks such as completing a challenging puzzle. They carefully draw around their hands and proudly show each other what they have achieved.

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

- The childminder is passionate and ambitious. She consistently evaluates her service to identify areas for enhancement. For example, she has revamped her playrooms to make them more appealing to children and added a dressing-up area. She diligently completes essential training, including first aid, food hygiene and safeguarding. Additionally, she ensures that staff have also completed the necessary training. This helps to promote the children's safety and protection.
- The childminder's flexible curriculum and expert interactions cultivate positive attitudes toward learning in children. The childminder and staff have a deep understanding of the children and plan learning activities based on their interests. The childminder assesses what the children can do and introduces new skills to enhance their understanding. For instance, when children show interest in learning about their bodies, she uses a large wall poster to help them name different body parts. She also uses this opportunity to teach them about dental hygiene.
- The childminder has established strong partnerships with parents, who appreciate her consistent communication about their children. They find it reassuring and feel it shows that their children's needs are being met. Parents describe the childminder and staff as kind, wonderful, attentive, warm and engaging. They also note that their children are making significant progress, especially in language skills, social skills and mathematics.

- The childminder helps children to understand the world. She arranges a variety of activities throughout the year to help children learn about diversity, including learning about different traditions and festivals. However, she provides fewer opportunities, such as outings, for children to explore and engage with their local community.
- The childminder and staff's approach effectively supports children's language development. They consistently speak clearly during playtime. They introduce new words in a simple manner to help expand the children's vocabulary. Young children are eager to communicate. For instance, they enjoy naming pictures of different vehicles while reading a book with the childminder. Children learn to build on their language skills well.
- Children enhance their physical skills in the childminder's spacious garden. For example, they have opportunities to improve their coordination when they skilfully manoeuvre the cars and gleefully kick the ball back and forth with the childminder. They learn about volume and capacity by pouring water into cups. They observe cause and effect as they carefully pour water onto the cogs and watch them turn.
- Children's personal care needs are promptly attended to. The childminder provides nutritious, home-cooked meals, with menus displayed for parents' information. Children are changed hygienically and sensitively, and supported in using the toilet. The children are eager to wash their hands and use their own towels, which helps to minimise cross-contamination.

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:

- consider ways of developing children's understanding of their local community, such as by providing more variety in their experiences outside the home.

Setting details

Unique reference number	EY447089
Local authority	Croydon
Inspection number	10355490
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	0 to 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	30 November 2018

Information about this early years setting

The childminder registered in 2012. She lives in Addiscombe, in the London Borough of Croydon. She works with an assistant and provides childcare from 8am to 5pm, Monday to Friday, for most of the year. She provides free early years funded education for children aged from nine months.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- The inspector observed the interactions between the childminder, staff and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this had on children's learning.
- Parents' views were taken into account.
- The childminder provided the inspector with a sample of key documentation on request.

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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