

Childminder report

Inspection date: 9 March 2023

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

Children feel relaxed and happy in the childminder's home. They make choices about what they want to do next. For example, when children ask to use the glue, the childminder sets up a craft activity. Children create sheep using wool, glue spreaders and googly eyes. They talk about their creations and feel pleased with themselves. Children are inquisitive learners who are learning to express themselves. They are confident to explore the wide range of activities in the childminder's home.

Children's emotional needs are well supported by the experienced childminder. They learn to share and use 'gentle hands' when playing alongside each other. When children need help managing their feelings, the childminder listens to them. Children are learning to think about the feelings of others. They learn to understand the impact their behaviour has on other people.

Children learn to have conversations with each other. They learn new words each day and use them in their play. For example, children play with farm animals. They explore the hay and cereals that they feed to the animals. The childminder asks them questions, such as, 'What does the hay feel like?' and, 'Is it crunchy?' Children copy the new language and use it to describe how things feel. They speak with increased fluency and confidence.

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

- The childminder designs a curriculum that focuses on the children's interests. She knows that this helps children feel motivated and excited to learn new skills. The childminder plans opportunities for children to socialise with others and gain confidence. For example, she plans regular outings to a local castle, playgroups and a nature trail. Children play with others of different ages. They talk about the experiences they have had. Children are learning about the world around them and how things work.
- The childminder finds out what children know and can do. She uses this to plan a range of appropriately challenging play activities that the children enjoy. However, on occasion, activities do not always focus closely enough on the next steps of the oldest children. Children are not all always sufficiently challenged. They do not always reach the best possible outcomes.
- The childminder knows that some children need additional help with their learning. She works with parents to identify any gaps in children's knowledge and skills. The childminder works with external agencies to ensure that children receive help where required. Children reach their developmental milestones.
- Parents report that communication is effective. They say that the childminder tells them what children have been learning. Parents say that children go on a

range of adventures with the childminder. They report that children are learning new skills, such as using a knife and fork. Parents practise these new skills with their children at home.

- The childminder understands that it is important for children to take risks to build their self-esteem. For example, she plans opportunities for children to build on their physical skills. However, on occasion, the childminder does not always fully support children to get things wrong and try again. For example, in some activities, the childminder steps in and solves problems for the children. Children are not always able to fully develop their resilience.
- Care practices are effective. As children take turns to wash their hands, the childminder gives them lots of praise and encouragement. At snack time, children help the childminder to prepare by cutting up fruit. Children are gaining independence. They are learning to take care of themselves.
- The childminder understands that it is important for children to learn about other communities. She talks to the children about the differences between people. The childminder promotes the children's respect for families and communities different from their own. For example, when children take the bus with the childminder, they talk about the other people they can see. This helps children to respect differences between themselves and others. Children behave well.
- The childminder is reflective about her practice. She refreshes her knowledge by arranging opportunities for continuing professional development. Her knowledge of how young children learn continues to build over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is able to identify the signs that children may be at risk of abuse or harm. She has a procedure for recording her concerns. The childminder knows how to report her concerns to the appropriate authorities. She knows what action to take in the event of an allegation being made about an adult. The childminder regularly attends training to keep her knowledge and skills up to date. The childminder carries out regular risk assessments to ensure that her home is hazard free.

What does the setting need to do to improve?

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

- strengthen planning so that children's next steps clearly feed into focused activities so that all children are challenged in their learning
- further develop teaching skills so that all children have more opportunities to experience setbacks and develop their resilience.

Setting details

Unique reference number	EY451633
Local authority	Croydon
Inspection number	10276358
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	10
Number of children on roll	9
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2013. She lives in Croydon, in Surrey. The childminder provides care for children Monday to Friday, from 8am to 6pm, for most of the year. She provides free early education to children aged 2, 3 and 4 years of age.

Information about this inspection

Inspector
Kate Daurge

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 provision
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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