

Childminder report

Inspection date: 10 September 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating and welcoming home environment where children are able to explore, play and learn. Children progress well from their starting points. They are confident, motivated and eager learners. For example, when painting, they use a range of tools, such as rollers and paintbrushes, and practise using the small muscles they will need for early writing. Children show good levels of imagination and creativity when they act out different roles in their play. For instance, children walk around the garden with dolls in their buggies, pretending they are going on a shopping trip. All children concentrate intently as they engage in their chosen activity, and show enthusiasm as they engage with each other.

The childminder models good manners and supports children's positive behaviour, praising them when they respond appropriately. This helps to deepen children's self-esteem and gives them an understanding of right and wrong. Children relish their weekly opportunity to visit local playgroups, where they mix with other children. This provides them with the chance to develop new relationships and learn to share equipment. The childminder takes effective steps to develop toddlers' emerging language skills. She provides frequent opportunities for them to sing and share their thoughts.

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

- The childminder understands how children learn. She joins in their play to build on their ideas, sustain their focus and extend their learning. The childminder offers children ample time and space to develop their play across the prime and specific areas of learning. This helps children to make good progress.
- Children develop close relationships with the childminder and enjoy her company. They regularly invite her to join in with their play.
- The childminder makes good use of her observations to plan for children's next stages in learning. She knows she must complete a progress check on all children between the ages of two and three years. This helps children prepare for their next steps..
- All children access fresh air daily, and develop good physical skills through activities that they enjoy. For example, children develop their hand-to-eye coordination through playing cricket, and test out their reflexes when they punch bags.
- The childminder supports children's literacy development well. Younger children enjoy accessing books. They sit snuggled up to the childminder to explore the images and learn new vocabulary.
- Children have exciting opportunities to learn how fruit and vegetables grow through observing them. They help the childminder to tend to the strawberries

they planted by watering them together. This encourages children's understanding of what constitutes healthy food options and how fruit and vegetables are grown and produced.

- Children's mathematical development is promoted well. The childminder weaves mathematics into everyday play experiences. She encourages children to count items as they play, and uses mathematical language to describe size. For example, she asks them, 'Can you see the small strawberry?'
- Partnerships with parents are effective. Parents regularly contribute to their children's learning and progress through conversations with the childminder and access to daily diaries. They are offered opportunities to discuss their children's ongoing development. This helps to provide consistency in children's learning.
- Children learn about a range of festivals throughout the year, such as Chinese New Year and Christmas. They learn about the lives of people and families beyond their own experiences. Children access a wide range of multicultural resources such as books and play people. This encourages them to create diverse play worlds.
- The childminder does not use mealtimes as an opportunity to develop younger children's self-care skills. As a result, these children are not routinely encouraged to be fully independent at meal times.
- The childminder develops different ways of working to benefit the children in her care. For example, she attends childminding workshops at local playgroups for professional discussions and to share good practice. However, she does not routinely identify professional development opportunities to increase her understanding of how to improve the quality of education for the youngest children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear of her role and responsibility with regard to keeping children safe. She demonstrates knowledge of child protection issues and the signs that indicate potential risks to children. The childminder knows who to contact if she has any concerns about a child's safety or well-being. She checks the environment daily to ensure it remains a safe place for children to play. This helps her to assess and minimise any hazards and risks to children's safety.

What does the setting need to do to improve?

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

- help younger children to develop their independence skills even further and maximise learning opportunities during mealtimes
- identify staff professional development opportunities to further improve the quality of education for younger children.

Setting details

Unique reference number	158871
Local authority	Croydon
Inspection number	10062347
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	2
Date of previous inspection	19 January 2016

Information about this early years setting

The childminder registered in 2001. She lives in Thornton Heath, in the London Borough of Croydon. The childminder cares for children between 8am and 6pm each weekday, during term time.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector observed the childminder engaging with children in a range of activities.
- The inspector jointly observed and evaluated an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as the register of staff checks and evidence of the suitability of the childminder and all other adults living on the premises.
- The inspector reflected on the written statements given by parents, and the views of older children, about the childminder's provision

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019