

Childminder report

Inspection date: 3 December 2019

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

The childminder is dedicated to providing children in his care with high-quality provision. He works exceptionally well with his co-childminder and supports children to develop a strong sense of belonging. Children are happy and actively seek out the childminder to play games and share stories with them. Children make choices about their play and enthusiastically explore and investigate resources and the setting. They benefit from regular forest school visits to the local woods and pond. Children thoroughly enjoy hunting for insects, collecting leaves, making bark rubbings and learning about nesting birds. This provides excellent opportunities to increase their understanding of the local community and the natural environment.

The childminder and his co-childminder are excellent role models. They skilfully help children to understand their emotions and share resources with their peers. They use opportunities during play to talk about and demonstrate feelings, such as being kind and caring for each other. For example, when children play with dolls, the childminder shows them how to be caring and give cuddles. Children fully engage in imaginary play and look after the sick and injured dolls. They pretend to administer medicine, put plasters on their sore body parts, and rock them to sleep. Children behave extremely well and use good manners. Older children willingly share resources with their younger peers.

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

- The childminder and his co-childminder place a high priority on developing children's communication and language skills. The childminder shares stories and captures children's imaginations with limitless enthusiasm. He promotes their love of books extremely well. The childminder helps children to recognise simple words, and uses conversations to extend their sentences. He introduces initial phonic sounds and sings with younger children, which helps to increase their vocabulary.
- The childminder and his co-childminder follow children's interests and parents' ideas in their planning, and children thoroughly enjoy the broad range of stimulating and challenging activities. The childminder engages children in play and successfully broadens their experiences and deepens their understanding of the world around them.
- Partnerships with parents are exceedingly strong. Parents are extremely well informed of the development and progress their children make. Effective daily communication ensures parents are knowledgeable about their children's care and learning during their time with the childminders. Parents contribute to their children's learning and acknowledge the excellent progress their children make.
- The childminder and his co-childminder are proactive in evaluating their practice. They strive to provide the highest-quality care and education. They frequently

discuss resources and activities, and review children's learning. They actively seek views of parents to help them with making further improvements to their already outstanding practice. The childminder has addressed the previous recommendation and has implemented changes. Children now have regular access to the computer and technology equipment. The childminder ensures their understanding of safe internet use and of the world around them.

- Children develop healthy lifestyles and strong emotional well-being. The childminder and his co-childminder provide healthy snacks and meals. They encourage children to try different foods. Children help to grow vegetables and learn about healthy choices. The childminder talks to children about their feelings, and helps them to understand how their actions can affect their peers.
- The childminder and his co-childminder support children of different ages and stages to increase their mathematical development. For example, younger children learn sizes as they sort books into piles. They build towers and count how many blocks they have used. Older children learn positional language as the childminder joins in their play. They push the buggies 'in front', 'behind' and 'next to' each other.
- Daily opportunities are planned and executed to support children's physical and social skills. The childminder and his co-childminder encourage children to manage risks and increase their coordination. They use climbing equipment, play ball games and regularly access toddler groups. The childminder spontaneously builds on children's knowledge as the postman arrives at the door. This helps them to learn about people in their community.
- The childminder and his co-childminder are passionate about supporting children to become confident and independent. Children learn to carry out tasks and develop a positive attitude to self-help skills. Young children learn to put on their coats and shoes, wipe their faces and throw tissues in the bin. The childminder provides encouragement and gives children specific praise for their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his co-childminder have an excellent understanding of child protection issues. They have robust safeguarding procedures in place. Staff are confident to share information with other professionals should they have any concerns about a child's welfare. The childminder and his co-childminder keep their knowledge up to date by attending training and conferences. They ensure that suitability checks are completed for all members of the household. Together, they use risk assessments to minimise hazards, and ensure their home environment is safe and secure. The childminder and his co-childminder teach children to manage risk and understand how to keep themselves safe. They ensure ratios are maintained and supervise children well.

Setting details

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| Unique reference number | EY397808 |
| Local authority | Croydon |
| Inspection number | 10128484 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 18 May 2015 |

Information about this early years setting

The childminder registered in 2009 and lives in Sanderstead, in the London Borough of Croydon. Her operates from 7am to 6pm on Monday to Thursday, all year round. The childminder works with a co-childminder.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- The childminder and co-childminder undertook a learning walk with the inspector and discussed how the curriculum is planned and delivered.
- The inspector spoke to parents, and read feedback about their experiences of the setting.
- The inspector jointly evaluated a planned activity with the childminder and co-childminder, and discussed on the quality of teaching.
- The inspector held discussions with the childminder and co-childminder throughout the inspection.
- The inspector reviewed relevant documentation, including children's learning journals, staff suitability checks and qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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