

Childminder report

Inspection date: 3 December 2019

Overall effectiveness	Outstanding
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 and her co-childminder provide a very caring, welcoming and homely environment. The childminder gathers detailed information when children first start, which helps her to gain an excellent understanding of each child. Children benefit from exceptionally strong bonds with the childminder and her co-childminder, and settle quickly in their care. Young children thoroughly enjoy playing games of peekaboo, and being tickled by the childminder. They squeal in delight and return for more. The childminder is extremely sensitive to children's individual needs, and actively responds when children are hungry, tired or need reassurance and cuddles.

Children are very independent and confident. They thoroughly enjoy exploring and making choices in their play. Young children feed themselves, find and attempt to put on their coats, and wipe their faces after food. Older children help with tasks, attend to their toileting needs and wash their hands. All children confidently master new skills to prepare them extremely well for their next stage of learning and subsequent move to school.

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

- The childminder and her co-childminder have an excellent knowledge of how children learn and develop. Together, they plan an exciting and challenging curriculum that motivates children to learn. Children concentrate for long periods on their chosen activities and become engrossed in their play. Opportunities are successfully used to extend learning.
- The childminder and her co-childminder support children to become confident communicators effectively. They quickly respond to children's interests, and engage them in conversation as they play. The childminders skilfully introduce new words and encourage children's excitement as they share books. They talk about picture clues to help elongate children's sentences.
- Excellent relationships with parents successfully support a shared approach to children's learning. Parents are exceptionally complimentary about the childminder and her co-childminder. They comment positively on how they are included in their children's learning and contribute to their journals. Communication is highly effective, and parents are updated daily. The childminder shares detailed next steps and ideas to support parents to continue their children's learning at home.
- The childminder and her co-childminder assess children's development accurately. They use an online system effectively to monitor progress. The childminder has completed training on how to close any gaps in children's learning. She uses her skills competently to ensure any misconceptions are addressed as quickly as possible. Assessments show that all children reach at

least a good level of development in communication and language.

- The childminder and her co-childminder strive to provide children with the best possible early years experiences. They regularly reflect on their outstanding practice and continue to make improvements that benefit the children. For example, they have recently completed forest school training and have implemented this ethos into their practice. This has enabled the childminder to provide children with first-hand experiences when they visit the local woods and explore and learn about the natural world.
- Children's literacy skills are promoted exceptionally well. Young children eagerly use coloured pens and draw on the doodle pad. They are encouraged to distinguish between marks they make. The childminder extends their learning opportunities effectively and encourages children to add features and draw lines and circles. Older children identify initial letters and practise their pencil control.
- Children's learning is fully enhanced through daily routines and spontaneous activities. The childminder teaches children about recycling and waste when the rubbish truck arrives and the dustbins are emptied. They keenly watch from the window and listen to the noise the truck makes when it reverses. Older children learn about people who help them in the community. Younger children happily wave and say 'bye' when they leave.
- The childminder and her co-childminder have high expectations of children's behaviour. They discuss their expectations in a calm and reassuring manner, and help children understand how others feel. Children listen well and show an excellent understanding of boundaries. They are polite and use good manners. Older children share resources and are excellent role models for their younger peers.
- The childminder interacts with children exceptionally well. She skilfully encourages problem-solving, and uses questioning to cement children's understanding further. For example, young children learn about the cold weather and know that ice makes their toys slippery in the morning. They understand it could be dangerous and discuss what they need to do. The children help the childminder to wipe the toys before they can use them safely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder have an excellent understanding of child protection issues. They have robust safeguarding procedures in place. They are confident about how to share information with other professionals if they have any concerns about a child's welfare. The childminder and her 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 her co-childminder teach children to manage risk and understand how to keep themselves safe. They ensure appropriate staff-to-child ratios are maintained, and supervise children well.

Setting details

Unique reference number	EY344550
Local authority	Croydon
Inspection number	10131963
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	14 January 2016

Information about this early years setting

The childminder registered in 2006. She has a childcare qualification at level 3. The childminder works with another childminder. She lives in Sanderstead, in the London Borough of Croydon. The childminder offers care all day, from 7am to 6pm on Monday to Thursday, all year round.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The childminder and her 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 her co-childminder, and discussed the quality of teaching.
- The inspector held discussions with the childminder and her co-childminder throughout the inspection.
- Relevant documentation was reviewed by the inspector. This included children's learning journals, suitability checks of staff and their 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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