

Childminder report

Inspection date: 29 January 2020

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 loving care that children receive from the childminder and her assistant helps children to settle and feel safe. This has a positive impact on children's well-being and the rapid development of their social and emotional needs. Babies give smiles and eagerly explore a wide range of interesting toys and tactile materials. All children laugh with delight during music time. They bang and shake percussion instruments as they march to favourite rhymes. Children demonstrate good physical control as they move to the rhythm. They develop their communication skills. Children recognise how to sing loudly and softly using phrases and new words. The childminder's inclusive curriculum aims to provide a wide range of activities for all children. Weekly outings are a particular feature. Children are at ease meeting new people and develop confidence as they broaden their contacts beyond their home.

Children play well alongside each other. The childminder supports them well to take turns and share their toys. Children are polite towards others, which helps them to make friends. Overall, children are making good progress. They are developing a range of skills to support them in their future learning and when they transfer on to nursery or school.

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

- The childminder uses her experience and contacts with other settings well. For example, she helps to organise other childminders to meet at a local children's centre. They discuss ideas and plan activities. This helps to give children a varied curriculum that helps to stimulate their interests and learning.
- The childminder reflects on her practice. However, she does not fully extend the professional development of her assistant. Apart from attending the required training, the assistant has not had many opportunities to truly reflect on her good skills to develop them further. Nevertheless, the childminder is keen to learn. For example, a course on supporting children with special educational needs and/or disabilities has raised her awareness of working with parents and other agencies to a higher level.
- The childminder works closely with parents to support their children's learning. Parents comment that their children have a 'fantastic time'. The childminder shares progress checks with parents and gives them ideas of how they can support their children at home.
- The childminder is enthusiastic for children to do well. She monitors their attainments and knows the areas that they need to develop, taking into account children's different ways of learning. However, the childminder occasionally does not give a stronger focus to closing the gaps, in some areas of children's development, before providing more challenging tasks. This means that some

children do not maximise their full potential.

- The childminder encourages children to say how they feel. They begin to understand their emotions. For example, children recognise facial expressions from photographs and describe what they see. The childminder praises them when they help her, and gives them cuddles when they need reassurance.
- Children have good support in their introduction to mathematics. They make different shapes with interconnecting blocks. Older children count using the correct sequence and match the written number to quantity. Younger children enjoy solving problems using activity boards and inset puzzles.
- Children thoroughly enjoy outdoor activities. They climb and slide on apparatus, pop through tunnels and steer pedal cars in the garden. Each week, they look forward to the visit to the farm. This gives children the opportunity to meet farmyard animals and stroke the smaller ones. Other visits, to places such as shops, parks and play centres, help to support children to broaden their range of experiences.
- Children show an interest in books and stories that the childminder reads well. Children listen attentively and help the childminder to turn the pages. They demonstrate an understanding of text and show an interest in what happens next. Children's emerging literacy skills are developing well.
- The childminder's home is bright, clean and welcoming. Children benefit from nutritious meals that the older children help to prepare. This helps them to develop their cooking skills and independence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is rigorous in her approach to keeping children safe. Risk assessment procedures are robust and the childminder is vigilant about security. The childminder teaches children safety rules when they go on outings. For example, children recognise the sequence of traffic lights and know when to stop. The childminder has completed training in child protection and the wider issues, such as radicalisation and online safety. She shares this information with her assistant. They know how to identify concerns about children's welfare and the relevant agencies to contact for guidance to protect children's well-being and keep them safe.

What does the setting need to do to improve?

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

- provide the assistant with further opportunities to develop existing good practice to a higher level
- use more rigour in closing identified gaps in children's learning to help them to reach their full potential.

Setting details

Unique reference number	EY365896
Local authority	Croydon
Inspection number	10062372
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	8
Date of previous inspection	17 February 2016

Information about this early years setting

The childminder registered in 2007 and lives in Coulsdon, Surrey. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Gill Cubitt

Inspection activities

- The inspector had a tour of all children's play areas and discussed the use of resources to support their learning.
- A joint observation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and her assistant at convenient times throughout the inspection.
- The written views of parents were taken into account and the inspector listened to, and chatted with, the children.
- The inspector looked at the childminder's documents, including evidence of suitability of adults living and working in the household.

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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