

Childminder report

Inspection date:

15 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy the warm and welcoming environment. They have access to a well-stocked playroom. They choose confidently from a range of suitable toys and equipment which they can access. Children settle well with the childminder. She works with parents quickly to get to know children's individual needs. Children feel secure and develop close relationships with the childminder. They sit on her lap to listen to stories, and enjoy singing their favourite rhymes together. Children play along enthusiastically and enjoy using a toy xylophone. Children practise mathematical skills during their play. They count trains with the childminder as they set them out on a track. Children learn how to stay safe. For example, the childminder gives them simple instructions, and helps them to understand risks. She reminds the children that chairs are for sitting on, and that they might fall if they climb on them. Children are polite and courteous, and the childminder praises their good manners. Children benefit from a variety of healthy meals and snacks, and enjoy their time at the setting.

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

- The childminder provides children with a variety of experiences. She makes regular use of local resources, such as nearby woods and parks, to ensure they have opportunities to play outside. Children's social skills are well supported as the childminder takes them to a local toddler group where they can meet and play with other children of the same age.
- The childminder works closely with parents to encourage children's good behaviour. She gives clear explanations to children so that they can understand the expectations for their behaviour. Older children learn to express their feelings and concerns. During their walk back from school each day, the childminder encourages them to talk about what type of day they have had.
- Children quickly learn to take responsibility for their personal care, for instance, by using the toilet. The childminder supports them to practise good hygiene, for example, by reminding them to wash their hands after using the toilet and explaining how to clean their hands thoroughly with soap.
- The childminder does not have an adequate knowledge of local provision for the assessment of children with special educational needs and/or disabilities (SEND). She does not routinely seek external support to ensure she fully meets their learning needs. Consequently, the childminder does not plan sufficiently ambitious activities to ensure these children make the best possible progress.
- The childminder supervises children well, and keeps them in sight at all times. She is sometimes unclear about her procedures for keeping children safe. The childminder undertakes risk assessments to identify hazards and implements the actions required to minimise them. However, she does not routinely follow the

processes she has identified to keep children safe. For example, the childminder lists cleaning fluids as a potential danger, and records in her risk assessment that they should not be accessible to children. During the inspection, the floor cleaning fluid was within children's reach.

- Children make progress in their communication skills. The childminder models good communication using words children have used. In this way, children hear the correct pronunciation.
- The childminder is very experienced, but does not make best use of her knowledge to ensure children progress quickly. Children enjoy playing with her, and she provides interesting activities to encourage them to practise a range of skills. The childminder does not plan purposefully or sequence children's learning to build upon what they already know and can do. She does not provide a balanced or structured curriculum encompassing the seven areas of learning. As a result, children are not well prepared for the next stages in their learning.
- The childminder works well with parents and local schools. Parents say they value the homely environment she provides, and report that the childminder is helpful and flexible. The childminder has established links with local schools, and shares information with them to help them meet children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs that indicate a child may be at risk of abuse. She knows what action to take should she be concerned about a child. She understands the procedures she should follow in the event of an allegation against herself or a member of her household. The childminder consults with other professionals and undertakes research online to keep her knowledge of safeguarding up to date. She has not attended a child protection training course, as required.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
undertake a child protection training course, as required.	15/03/2020

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

- review risk assessments, and use them to minimise hazards and to keep children safe

- improve awareness of local arrangements for the assessment of children with SEND and ensure they are fully supported to make the best possible progress
- provide a structured curriculum across all seven areas of learning which builds on what children already know and can do.

Setting details

Unique reference number	124590
Local authority	Croydon
Inspection number	10062337
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 May 2016

Information about this early years setting

The childminder registered in 1991. She lives in South Croydon, in the London Borough of Croydon. The childminder provides care from Monday to Friday, all year round.

Information about this inspection

Inspector

Anita Rickaby

Inspection activities

- The inspector observed interactions between children and the childminder.
- The childminder gave the inspector a tour of her home and explained how she organises her provision.
- The inspector viewed written information supplied by parents.
- The inspector viewed a sample of documentation, including the childminder's first-aid certificate and suitability checks.
- The inspector held discussions with the childminder about how she supports children's learning and well-being.

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 2020