

Childminder report

Inspection date: 11 February 2020

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

What is it like to attend this early years setting?

The provision is good

Children are happy and form close bonds with the childminder. They enjoy her attention and company, and demonstrate they feel safe. The childminder is highly effective in nurturing children's emotional well-being. Her calm, considerate and nurturing manner enables her to create a warm and welcoming environment.

The childminder has high expectations for every child and creates a varied curriculum. She provides a good balance of planned and child-initiated activities that build on children's interests. The childminder's interactions with children are very positive. She sits close by them and encourages them to expand their learning and thinking through conversation. However, the childminder has not considered providing parents with ideas of how to extend their children's learning at home.

Children behave well. They know and understand simple rules and boundaries. For example, they know to sit nicely when eating and drinking. The childminder praises children when they show acts of kindness and share their toys. This helps to strengthen their self-esteem and confidence. Children enjoy regular trips in the local community, for example visiting museums. They learn about people and communities that are different to their own. Children make good progress and greatly enjoy their time at the setting.

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

- Children's mathematical development is enhanced well by the childminder. From a young age, children can confidently communicate how old they are. They use mathematical language as they greet each other, such as 'high five, down low'. The childminder makes learning enjoyable. For example, she pretends she has forgotten the colour, and asks the children to help her remember. Children talk about the colours of the paint and the shapes they are using when making marks on the paper. Young children can identify and name colours and shapes, such as 'gold' and 'semi-circle'.
- The childminder encourages children to be strongly independent at mealtimes. They select and peel the fruit of their choice at snack times. Children carefully cut up vegetables, such as cucumbers, to create infused water. This encourages them throughout the day to access the water dispenser and manage their own thirst levels. Children have outstanding opportunities to make healthy choices.
- Children delight in using their imagination. They stay engrossed for long periods as they access the train set or make cups of tea in the role-play area. Children select the doctor's case and use the stethoscope to listen to the childminder's heart. They have excellent opportunities to be creative as they take part in art and craft activities. The childminder introduces words such as 'symmetry' as children observe the patterns on butterflies they have created. The childminder

displays children's work with care, which helps children to have a sense of pride and achievement.

- Parents are encouraged from the outset to share children's starting points with the childminder. The childminder uses this information effectively to plan for children's interests and to help them settle into her home and care. She provides parents with regular feedback about their children's day and activities. However, parents are not provided with sufficient information to enable them to enhance and promote their children's learning at home.
- The childminder promotes children's physical development well. For example, children enjoy regular exercise at the park, local playgroups and soft-play centres where they socialise and meet other children and adults.
- The childminder is committed to her professional development. She frequently attends training and completes online webinars on subjects such as autism awareness and effective communication with children and families. Since the last inspection, the childminder has improved the way she evaluates her setting. She now seeks the views of parents via questionnaires to further enhance her practice and provision.
- The childminder makes accurate and detailed assessments of children's learning. She plans effective and interesting activities to support their ongoing progress. Children are developing strong skills to support their school readiness.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of how to protect children from harm. She knows who to contact if she has any concerns or issues. The childminder regularly updates her safeguarding knowledge to ensure it is current. She discussed the signs that could indicate a child in her care was at risk of being exposed to extreme ideas or behaviours. The childminder makes sure that her home is safe and secure. Children are made aware of how to hold a knife during cutting activities. They are also made aware of the dangers of playing with balls in the house.

What does the setting need to do to improve?

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

- support parents in their understanding of how to extend learning at home so that children achieve even more.

Setting details

Unique reference number	124624
Local authority	Croydon
Inspection number	10137867
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	3
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Croydon. The childminder operates her service Monday to Friday throughout the year. She holds a level 6 early years qualification.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childminding. She discussed the different activities that she provides to support children's learning and development.
- The inspector spoke to the childminder and to children at appropriate times during the inspection. Parents' written feedback was taken into account.
- The childminder planned a joint activity and discussed the quality of education with the inspector.
- The inspector reviewed documentation concerning qualifications, insurance, and suitability checks for all members of 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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