

# Childminder report

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Inspection date: 27 July 2021

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

This is a good provision, where children are happy and feel safe. This is evident as children separate from their main carers without needing much support on arrival. There are strong relationships between the childminder and children. Children enjoy cuddles and warm interactions, which support their emotional well-being effectively.

Children are currently interested in mini beasts and animals. They take part in activities, such as a bug hunt and animal painting, which they enjoy very much. The childminder uses her skills to encourage children to count and identify shapes and colours during the activities. Children respond well, showing a good understanding of early mathematical concepts and creativity. Children use good language skills to describe clearly what they see. For example, while painting, they excitedly say, 'this is a baby lion'.

Children behave well. They respond positively to praise and to the childminder's high expectations of their behaviour. Children learn to listen well, take turns and share toys in the setting. Children become independent learners from an early age. For example, even the youngest children learn to put on their shoes when going outside. In addition, they respond well when asked to lay the table for lunch, which gives them a good sense of responsibility. The broad and balanced curriculum enables children to develop the skills they need for the next stage of their education. Children make good progress from their various starting points.

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

- The enthusiastic childminder has successfully created a calm and relaxed atmosphere that has a positive impact on children. She models good behaviour and teaches children to use please and thank you. Children are polite and courteous.
- The childminder knows the children well. She makes good use of observations and assessments to plan a wide range of stimulating and age-appropriate activities. For example, when the childminder noticed that children were interested in early writing, she provided them with markers and chalks to make marks for different purposes. Children develop good literacy skills.
- The childminder is good at promoting children's interest in books. Each day, she reads age-appropriate stories with the children that encourages them to recall previously learned words. For instance, children remember animal names and the the sounds they make. The childminder recognises that she can make more effective use of planned activities to further enhance and challenge children's learning.
- Children enjoy playing outside. They take delight in playing with toy diggers and

trucks in the sand tray, kicking balls and using the slide. However, the childminder has not fully considered how to organise the outdoor space to support children who prefer to play in the natural environment.

- Children are motivated to learn. A good example of this was observed when they were filling and emptying different sized beakers during water play. Children giggled with delight as they watched and learned how the water flows down the funnels. The childminder joined in which increased children's motivational levels even more. Children have positive attitudes to learning.
- Parents are pleased with the way the childminder teaches and cares for their children's individual needs. They are delighted with the strong progress their children make, particularly in their language and mathematical skills. Parents say that their children are safe in the setting. The successful partnership between the childminder and parents contributes to children's good learning and well-being.
- Children hear and use some words in their home languages, raising their awareness of similarities and differences between people.
- The childminder follows good hygiene practices to prevent the spread of infectious illnesses. One of the ways she does this is by encouraging children to clean their hands before and after handling food. The childminder also provides children with a variety of nutritious snacks and meals to support their growth and physical health.
- The childminder evaluates the setting rigorously to provide children with a rich and varied learning experiences. Her current priority is to extend her knowledge of supporting children's physical skills in the natural environment.
- The childminder keeps her knowledge of early years issues up to date. She has completed training that has increased her understanding of how to observe and assess children's learning more accurately.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an up-to-date understanding of the latest safeguarding legislation. She knows the signs that might indicate a child is at risk of harm, including how to protect children from extreme views from others. There are secure procedures for reporting any concerns. The childminder assesses the setting regularly for risks to ensure children can play safely, indoors and outdoors. She is vigilant in her supervision of children. This gives children good levels of confidence to explore and investigate the setting. There are secure arrangements for ensuring children are safe during sleep times and rest.

## What does the setting need to do to improve?

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

- develop knowledge of how to make more effective use of planned activities to enhance and challenge children's learning
- review the organisation of the outdoor space to support children who prefer to learn in the natural environment.

## Setting details

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| <b>Unique reference number</b>                     | EY561913  |
| <b>Local authority</b>                             | Croydon   |
| <b>Inspection number</b>                           | 10191341  |
| <b>Type of provision</b>                           | Childminder   |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder   |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 2   |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

The childminder registered in 2018 and lives in the London Borough of Croydon. She offers her service during term time only from 7.30am until 6pm, Monday to Thursday. The childminder has qualified teacher status.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector spent most of the time observing the interactions between the childminder and children. She spoke with them at appropriate times during the inspection.
- The childminder showed the inspector around the areas of her home that are used for childcare. She explained to the inspector how she plans her educational programme to meet children's individual care and learning needs.
- Parents spoke with the inspector to share their views on the setting. Other parents made written comments to express their opinions on the quality of education and care their children receive.
- The inspector looked at the childminder's documents, including training certificates and evidence of suitability of adults living 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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