

Childminder report

Inspection date: 29 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children build warm relationships with the childminder and her assistants. Children's emotional well-being is promoted well and they quickly settle into new routines. Children freely explore the childminder's learning environment and engage well with the accessible resources. For example, they self-select books to look at, turn pages and look closely at illustrations. Children show that they are motivated and independent learners, and are prepared well for future learning. They show persistence and determination, for example as they attempt to join interlocking blocks together as they build.

Children have great fun during role-play activities. They use their imaginations well and develop their communication skills. They use resources to re-enact experiences from home, such as feeding and caring for babies. Children shriek with delight as they cut pretend vegetables in half while playing at the 'supermarket'. Children new to the setting show that they feel secure and confident, such as when they approach unfamiliar adults and offer them toys.

Children receive good support to develop independent self-care skills from an early stage. For instance, they rapidly learn how to feed themselves, brush their teeth and put on their own shoes. Children explore the natural environment during visits to the park. They eat vegetables that they help to grow. Children celebrate their physical skills during 'Olympic-themed' outdoor activities.

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

- The childminder makes good use of the information she gathers from parents and communicates well with her assistants. The childminder and her assistants manage children's personal care routines well. For example, children's sleep arrangements mirror those from home. Parents receive regular information about their child's care and experiences. This helps children to feel secure and reassures parents, as they settle into the setting.
- The childminder makes good use of the space in her home, inside and outdoors. Children are consistently engaged in play and show that they develop positive attitudes to learning. Very occasionally, adult-led activities do not fully take account of what individual children should learn next. Despite this, children progress well from their starting points in learning.
- The childminder provides good support to her assistants. She shares information about the care and learning needs of children and arranges training to enhance their existing skills and knowledge. This builds the confidence of less experienced staff and contributes to the effective delivery of the childminder's curriculum.
- The childminder and her assistants encourage children to use their bodies in a

range of ways. New walkers quickly become more steady on their feet. Toddlers move their bodies well, for example as they run trains along tracks on the floor. Children have regular opportunities to practise their physical skills inside and outdoors.

- The childminder has a good understanding of the potential impact of the COVID-19 (coronavirus) pandemic on children's development. She arranged remote learning sessions to keep in touch during extended absences. This helped children to resettle and provided additional support for parents to help them engage in their child's learning at home.
- The childminder uses what she knows about children to plan most activities that build on children's prior learning and current experiences. For example, the childminder supports children to understand significant changes within their family. However, opportunities for children to recognise or share their languages and backgrounds, and to learn about other cultures and communities, are less well considered.
- Parents make positive comments about the warm and reassuring approach of the childminder and her assistants, which helps children to feel safe and settled. They value the regular information they receive about their children.
- The childminder uses her links with other practitioners and local advisors to develop her service. She keeps up to date with current developments and shares her knowledge with her assistants. This helps her to achieve a good level of service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the potential risks posed to children's welfare, including possible harm from extreme views or ideas. She shares her knowledge about safeguarding issues with her assistants to help keep children safe. The childminder and her assistants know how to recognise and respond to concerns if they arise, including should an allegation be made. The childminder works well with other settings and professionals to support children. She has a good understanding of when and how to share information to get families the help that they need. The childminder and her assistants know how to respond in a medical emergency. They implement procedures, such as risk assessments, effectively. The childminder completes suitability checks for her assistants.

What does the setting need to do to improve?

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

- enhance curriculum planning and focus more on the individual learning needs of children during adult-led activities
- extend opportunities for children to value and share their backgrounds and

languages, and to learn about other traditions, cultures and communities.

Setting details

Unique reference number	EY558288
Local authority	Croydon
Inspection number	10191770
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in South Norwood, within the London Borough of Croydon. The service operates on weekdays from 8am to 6pm, all year round. The childminder works with two assistants.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector areas of her home used by children and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children, and assessed the impact of these on children's learning.
- The inspector looked at documents. These included evidence of the suitability of the childminder, her assistants and household members. The inspector also looked at policies and evidence of the professional development of the childminder and her assistants.
- The inspector sought the views of parents and spoke with children and staff as part of the inspection.

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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