

Childminder report

Inspection date:

6 September 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 bonds with the childminder and quickly settle into her routines. They respond well to her warm approach and show that they feel safe and secure in the childminder's care. Younger children recognise when they are thirsty or tired and snuggle into the childminder, ready to be soothed to sleep. Those children who speak or hear other languages at home benefit from the strategies used by the childminder to help them to understand her routines and expectations. Children enjoy the contact that they maintain with the childminder when her setting is closed. They engage well with the resources that are shared with their parents, to support their learning when away from the childminder's setting.

The childminder mirrors children's personal care routines from home, to help children settle. Children enjoy using accessible and inviting resources and receive good support from the childminder as they play. They respond to the childminder's cues, such as when they reach for the instrument box when the childminder begins to sing. Children develop an emerging understanding of how things work, for example as they explore electronic toys. They are encouraged to become confident and independent learners, and their moves to school are well planned. Children are prepared well for future learning.

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

- The childminder works well with parents and other professionals to support children's learning and development. She gathers information from parents about what their children can do effectively, including when another language is spoken at home. The childminder includes parents in her assessments of their child's learning and shares useful information with school staff. This helps her to plan effectively for children's learning.
- The childminder helps children to develop their communication and language well. She speaks with children about what they do, and names the items and objects that they use. Younger children confidently express their needs and older children begin to link letters to the sounds that they represent. Those children who are learning English as an additional language quickly acquire good English speaking skills.
- The childminder uses effective strategies to include all children in her curriculum. For example, she uses visual aids, props and sign language to help children to understand what will happen next. This helps children of all ages and abilities to be fully included in learning opportunities. However, at times, the childminder does not allow enough time for children to fully explore and engage with activities that she provides. Despite this, children demonstrate the progress that they make from their starting points in learning.

- Children enjoy bouncing and moving their bodies during singing sessions. They push buttons on electronic toys to make things happen and manipulate 'coins' into small slots. The childminder provides activities that help children to develop their physical skills and use their bodies well. For example, children enjoy using larger equipment during regular outings to the local park.
- The childminder plans enjoyable activities based on children's interests and ideas, and demonstrates effective teaching skills. She makes good use of spontaneous learning opportunities, such as counting, with children and encourages them to notice numerals as they play with metal scales. The childminder makes use of resources within her community to extend children's learning, such as visits to local groups. However, opportunities for children to recognise, value and share their cultures and backgrounds are less well planned.
- The childminder uses her links with other practitioners and advisers well to help develop her service. She takes steps to keep up to date with current developments, seeks feedback from parents and is committed to developing her professional practice. This contributes to the good level of service that she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. She has a secure understanding of the potential risks posed to children, including possible exposure to extreme views or domestic violence. The childminder knows how to correctly respond to concerns about a child's welfare, including if an allegation against her is made. She has a good understanding of how to access additional support for families who may need it. The childminder knows where to seek safeguarding advice and support. She implements procedures, such as risk assessments, effectively in her home and when on local outings. The childminder knows how to respond in a medical emergency. She has appropriate arrangements for recording children's attendance, accidents and administration of medication.

What does the setting need to do to improve?

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

- strengthen the curriculum by allowing children enough time to fully explore and engage with activities
- extend opportunities for children to recognise, value and share their own backgrounds and cultures.

Setting details

Unique reference number	EY560704
Local authority	Croydon
Inspection number	10191816
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Thornton Heath in the London Borough of Croydon. She works Monday to Friday from 7am to 7pm, for most of the year. The childminder provides funded early education for children aged two, three and four years. She holds an appropriate qualification at level 3.

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 childminder and has taken that into account in her evaluation of the provision.
- 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 childminder discussed and evaluated a children's activity with the inspector.
- The inspector looked at documents. These included evidence of the suitability of the childminder and household members, policies and evidence of the childminder's professional development.

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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