

Childminder report

Inspection date: 29 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children happily explore and play in a calm, well-ordered and safe homely environment. They smile and respond to the softly spoken childminder as she gently guides them in all they do. The childminder fosters the children's unique personalities and helps them to make the most of their potential. She is quick to respond to children's emotions and teaches them to give and take, and to be kind to each other. For example, the childminder gently explains sharing to toddlers before she uses effective distraction methods to maintain harmony in the children's play. Children know the routines well and look forward to their day. Children are chatty and very sociable. They benefit from visiting local places, such as other children's groups, where they join other children in play, listen to stories, and join in with singing.

Children's health thrived during the pandemic as they spent days with the childminder while their parents worked. Children had fun exercising and exploring in the forest, where they continued their learning. Children understood the reasons for the changes in the organisation and daily routines. For example, they learned about the importance of good hygiene. Also, they benefited from the childminder's new entry arrangements. Children now have their own side door that leads direct to their play areas.

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

- The childminder uses her vast experience and skills to adapt her curriculum to meet the needs of children. She monitors their learning and assesses what they need to achieve in their next steps. This ensures that children develop new skills and do not fall behind.
- The childminder is truly interested in the cultures and languages of the wider family members of the children. She skilfully interweaves different customs and cultures into activities to provide children with rich and diverse learning, which includes festivals and stories.
- Children acquire early skills in mathematics. They concentrate when sorting interlocking wooden pieces. They check the size and shape to find the corresponding opening. Children show pride in their success. Toddlers carefully place wooden cars at the top of a slope, and observe them carefully as they roll from one slope to another. The childminder observes and introduces simple counting as they watch each car roll.
- Resources such as water crayons and jumbo chinks encourage children to make marks and pictures. The childminder uses the sounds of some letters to gradually introduce early reading. Outside, children notice that chinks only work on a dry surface and not on wet ground.
- Children develop strong physical skills. Toddlers strengthen their legs as they

make ride-on cars move. Older children eagerly show their ball-kicking skills. They confidently swing on apparatus, and jump to try and catch bubbles as they float away. The childminder takes children on woodland walks. They learn how seasons change and the effect this has on wildlife. Children make patterns with leaves and flora that they find, which enriches their understanding of their world.

- The childminder and the children sing songs with actions, which shows their growing level of understanding. For example, children lay on the floor to pretend to be sleeping bunnies, and wake up and hop to instruction. However, at story time, the childminder does not check that she has the children's attention so that she can further challenge their communication and understanding skills.
- The childminder is highly respected for her childminding services. Parents comment how easy children settle with her, and how she gives the extra support children may need in their learning. For example, she sends ideas and resources for children to do at home. The local school also acknowledge that children transfer smoothly from the childminder to Reception Year.
- The childminder ensures her home is meticulously clean to the highest standards. Children learn and develop good hygiene practices. They have healthy appetites and show they find mealtimes enjoyable. For example, children love to eat the variety of fruit. They have fun fixing raspberries on each finger before popping them in their mouths.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains her qualifications and updates her knowledge on child protection to keep children safe. She knows how to identify the significant signs that a child may be at risk of harm and she displays the local authority reporting procedures that she needs to follow. The childminder follows internet safety procedures and ensures children do not have access to online programmes. The childminder reviews her safeguarding policy frequently and ensures that she maintains accurate documentation that relates to children's safety and well-being. Arrangements are also in place to work with another childminder for support during outings or in the event of an emergency.

What does the setting need to do to improve?

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

- use story time sessions more effectively to challenge children's thinking, understanding and communication.

Setting details

Unique reference number	124413
Local authority	Croydon
Inspection number	10137858
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	5
Date of previous inspection	8 January 2016

Information about this early years setting

The childminder registered in 1996. She lives in Selsdon, in the London Borough of Croydon. The childminder offers her service from Tuesday to Friday, 7.30am until 6pm, throughout the year. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Gill Cubitt

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 their evaluation of the childminder.
- The inspector joined the childminder and the children on a learning walk and talked about the resources, inside and outdoors.
- Parents wrote to the inspector to share their views and these were taken into account.
- The childminder and the inspector discussed the early learning goals and the impact of teaching on the children's learning.
- Relevant documents, such as policies, qualifications and suitability checks, were reviewed by the inspector.
- The inspector discussed the childminder's safeguarding procedures with her and looked at records such as the daily register, accidents and medication.

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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