

Childminder report

Inspection date: 12 October 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	Met
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and flourish in the childminder's warm and welcoming environment. They develop strong, affectionate attachments to the childminder and her family. This helps children to feel emotionally safe and secure. Children are proactive in shaping their play and the childminder follows children's individual interests. She positions herself effectively at the activity to enable her to build on children's language and knowledge of mathematical concepts. Young children concentrate well while they build and create with wooden bricks. They demonstrate strong mathematical knowledge, as they name and match a range of shapes and count with confidence.

Children are becoming skilful and confident communicators. They are developing a real interest in books, which extends their knowledge and communication skills. For instance, young children access books about first words, they recognise and name familiar animals, such as cows, pigs and ducks. They are introduced to unfamiliar names and words, including 'flamingo' and 'goat'. This helps to foster children's passion for learning and literacy. Children acquire the skills they need to move on to their next stages in learning. The childminder provides an environment where good manners and mutual respect is encouraged. Children's behaviour is good.

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

- Children benefit from an interesting curriculum. They have access to a broad range of resources and activities, which challenge them and build on their skills. For example, children enjoy using their imagination when they use the train track to take trains on imaginary journeys.
- The childminder provides children with daily opportunities to gain fresh air and exercise in the garden. Young children learn about cause and effect as they engage in play. They skilfully use jugs to fill, pour and empty water onto the water mill. They are captivated by the movement of the wheel, as they pour and watch it spin fast and slow.
- The childminder has effective plans for children's future learning. She is proactive in observing and monitoring children's development. The childminder uses the information from her ongoing observations and assessments to plan for children's individual future learning. She has high expectations for every child. Children make good progress in relation to their starting points.
- Children develop some social skills within the home, as they learn to share and compromise. However, the childminder provides children with limited opportunities to explore local community venues, to gain a wider view of the world. They lack opportunities to socialise with children of different ages and in larger groups.
- The childminder at regular intervals evaluates her practice and the service she

provides. She builds on her evaluation by seeking the views from parents to identify areas for improvement. Parents have high praise for the childminder. They comment on how much they value her attention to detail, flexibility and effective communication.

- Children learn about a healthy lifestyle. They take part in regular hygiene routines. For example, they wash their hands before eating their meals and snacks. Mealtimes are a social occasion. The childminder sits with children, promoting their understanding of healthy eating. For example, she discusses the healthy options in their packed lunch bags, provided by parents.
- The childminder engages parents effectively in all aspects of their children's care and learning. This includes working closely to assess children's starting points. Thereafter, she encourages the sharing of ongoing observations and next steps. This helps to support the continuity of learning between the setting and home.
- The childminder completes mandatory training. However, she has not considered targeting her professional development, to further improve learning outcomes for children.
- Younger children develop confidence in their abilities as they go through potty training. The childminder rewards them with stickers and verbal praise for their success. They develop self-esteem and feel a sense of achievement and pride.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She has attended training to increase her knowledge of a wide range of child protection issues. The childminder knows what action she would take to report child protection concerns. She is aware of how to keep children safe online. The childminder has a good knowledge of risk assessments. She takes effective action to minimise any hazards to children. The childminder teaches children how to keep themselves safe in the event of an emergency. For example, children take part in regular fire drills.

What does the setting need to do to improve?

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

- extend opportunities for children to build on their social skills and their knowledge of the wider world
- review plans for professional development, to strengthen knowledge of curriculum planning and child development.

Setting details

Unique reference number	EY424258
Local authority	Croydon
Inspection number	10104511
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	2 to 8
Total number of places	5
Number of children on roll	3
Date of previous inspection	5 March 2015

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Croydon. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the childminder's first routine inspection which she 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 setting.
- The inspector completed a learning walk of the spaces used by the children and discussed the different activities she provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and the children.
- The inspector observed the interactions between the childminder and the children. The childminder talked about the activities she plans and how they benefit children's development.
- The inspector took account of verbal and written feedback from parents.

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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