

Childminder report

Inspection date: 15 October 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

This kind and patient childminder creates a happy environment where children love to play and learn. Children form close and affectionate relationships with the childminder, who, in turn, makes great efforts to know and understand each child. From this secure grounding, children explore the setting with confidence, making choices in their play. They enjoy a bright and cheerful setting, with a dedicated playroom. The childminder encourages children to organise and choose storage places for their toys. This supports children to make decisions and to feel valued. Children are encouraged to behave well and respect each other. For example, children doing a puzzle on the floor happily comply when asked to make space for others to walk past.

The childminder provides a clear and individualised curriculum so that each child makes progress in all areas of their learning. She places children's personal needs at the heart of her planning, knowing that children learn best from a place of emotional well-being. The childminder engages with children effectively. Children concentrate well in their play because the childminder devises activities that follow their interests. Parents report that their children make rapid progress after they start with the childminder.

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

- The childminder encourages children to enjoy a healthy lifestyle. Children learn about seasonal changes by going on walks in the local woods, where they collect leaves, conkers and twigs. Children choose and enjoy healthy snacks and meals. They are taught about where food comes from. For example, children make models of bees pollinating flowers and they help the childminder to tend and pick the strawberries, tomatoes and courgettes that grow in the garden. Children make crumble from apples gathered from the childminder's trees. Learning continues at home where they are able to make the same dish from apples which the childminder sends home to parents. This practice helps to embed learning.
- The childminder's setting is characterised by many enthusiastic conversations and verbal interactions. Children learn to communicate well in this language-rich environment. They make up their own stories, sometimes at home with their parents, and then tell them to the childminder and their friends at the setting. This has a positive impact on children's developing confidence and early language skills. However, on occasion, the childminder misses opportunities to extend children's thinking skills further.
- The childminder consults with parents to gain their views. She uses their ideas to improve her practice and to involve parents in their children's learning and development. Children exchange opinions with the childminder, and she

encourages them to consider the views of others. With the childminder's support, children negotiate a compromise on matters about which they disagree. As a group, they decide on a plan of action which has the agreement of everybody. This has a beneficial effect on children's personal development.

- The childminder has a good grasp of child development theories and finds different ways to make learning enjoyable. Children develop their gross motor skills on hilly walks. They enjoy games using cones for balancing on and balls for throwing and kicking. They go on treasure hunts in the local woods, where they find numbered beanbags which they place in order. In warm weather, children delight in smashing ice with small hammers to find fish and dinosaur toys frozen within. Children make gains in their physical development and enjoy exploring the outside world.
- The childminder introduces children to people and communities beyond their own experience. She explores her own South African and Afrikaans culture with children by cooking cultural dishes for them, reading stories, listening to traditional music and displaying pictures and family photos. Children are able to use everyday words and phrases in Afrikaans, which the childminder has taught them. The childminder supports children to appreciate the wonder of the world and builds on their cultural capital.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the possible signs that a child may be at risk of abuse and knows how to report this information correctly. She keeps her knowledge up to date by accessing training, including how to keep children safe from radicalisation and extremism. The childminder follows the setting's safeguarding policy and shares this information with parents. For example, mobile phones and tablet computers have safety settings applied and are kept out of reach of children. To ensure that children play and learn in a safe environment, the childminder carries out risk assessments in her home daily.

What does the setting need to do to improve?

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

- develop more opportunities to extend children's critical thinking skills so that children can explore ideas and make links in their learning.

Setting details

Unique reference number	EY559168
Local authority	Croydon
Inspection number	10190462
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Croydon, Surrey. She provides care Monday to Friday, from 8am to 6pm, all year round, except for family holidays and public holidays.

Information about this inspection

Inspector

Mary Gabriel

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 completed a learning walk of the setting to understand what the childminder wants children to learn.
- The inspector met with parents and took account of their views.
- The childminder and the inspector undertook a joint observation of an activity and evaluated this together.
- The inspector observed the childminder's interactions with children throughout the inspection.
- The inspector looked at a sample of the childminder's documents. This included relevant policies and evidence of the suitability of all those living or working at the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021