

# Childminder report

---

Inspection date: 17 November 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and build close bonds with the childminder. They enjoy a range of exciting activities, which the childminder plans to help them to make good progress in their learning. For example, babies develop physical strength as they access walkers to build on their emerging walking skills. Younger children go to the childminder for reassurance and cuddles when they feel unsure. They snuggle up close to her and thrive on the emotional reassurance that she provides. When children sleep, the childminder checks them at regular intervals to promote their safety.

Children have ample opportunities to explore the wider community. For instance, they often go on trips to the park and to toddler sessions. Children have opportunities to socialise and build friendships with a wider range of adults and children. They behave well. The childminder is a good role model. Children receive lots of verbal praise and encouragement to promote positive behaviour, which they respond to well. This helps to promote children's confidence and self-esteem. Babies are captivated as they learn about cause and effect and develop their small-muscle skills. For example, they access activity centres and push buttons and turn cogs to activate sound and lights.

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

- The childminder implements effective settling-in procedures. She encourages parents to gradually build on the time their children visit before they start. This helps children to make a smooth transition into her setting and they settle with ease. During this time, she works closely with parents to obtain information about children's initial starting points in learning and their interests.
- Ongoing partnerships with parents are good. The childminder promotes two-way communication and works collaboratively with parents. For example, they work together to plan meals and the childminder provides parents with ongoing information about their children's progress.
- The childminder does not consistently provide opportunities to support children to learn about diversity. Children have limited chances to gain a positive sense of self and to learn about other people who are different from themselves.
- Overall, children benefit from a broad curriculum. The childminder knows how children learn and develop. She understands what children like to play with and uses their interests effectively to plan activities that support their learning.
- The childminder listens eagerly to younger children's babbles and gestures and responds to what they are saying. She interacts skilfully with children to support their communication and language abilities. For instance, the childminder provides ample opportunities for children to hear their home languages and to listen to stories and sing songs. This helps to encourage children to become

confident and skilful communicators.

- The childminder monitors children's progress and development closely. She uses information gathered from her regular observations effectively to give children suitably challenging tasks. This helps to support young children to develop well across the prime areas of learning.
- The childminder promotes children's understanding of the natural world well. For example, young children show great delight as they engage in water play. They use their hands to pat and splash the water.
- Children thrive with the undivided attention of the dedicated childminder. However, at times, the childminder does not consider how background noise, such as children's television programmes, distracts children from initiating in purposeful play.
- The childminder has effective self-evaluation procedures and monitors her provision well. She is aware of what she does well and identifies areas that she would like to develop. For example, she evaluates activities and resources to ensure that they are meeting children's needs.
- The childminder engages with other local childminders to discuss good practice. Through training, she has increased her knowledge of how to extend play to maximise children's learning opportunities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She has a secure knowledge of the signs and symptoms that may indicate that children are at risk of harm, including from radical and extreme views or behaviours. The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. The childminder ensures the safety of young children by fastening their harnesses as they sit in the high chair at mealtimes.

## **What does the setting need to do to improve?**

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

- provide more experiences for children that promote an understanding of a variety of people, families and communities
- plan more precisely to help children engage in meaningful play opportunities at all times.

## Setting details

<b>Unique reference number</b>	EY563244
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10207678
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in South Croydon, in the London Borough of Croydon. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 6.

## Information about this inspection

### Inspector

Trisha Edward

### Inspection activities

- This was the first routine inspection the childminder 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 her evaluation of the setting.
- The inspector completed a learning walk of the spaces used by the children. The childminder 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.
- A range of documents were sampled by the inspector, including suitability checks, insurance and attendance registers.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021