

# Childminder report

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Inspection date: 29 November 2021

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<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**

The childminder and her assistant provide a warm and welcoming environment where children feel safe and happy. Children form close attachments to the childminder, her assistant, and their peers. They demonstrate their enjoyment at spending time in their care and show high levels of emotional well-being. Children know the routine well and make choices in their play from the broad range of resources. They show a clear understanding of the rules in place and tidy away when they have finished playing. Children show respect and use good manners. The childminder and her assistant teach children to talk about their feelings and understand the emotions and behaviours of others.

Children engage in imaginative play and take on the roles of different characters. They are encouraged to express their ideas. Children increase their confidence in communicating and make good progress from their starting points. The childminder and her assistant have high expectations for children's learning and behaviour. Children are motivated to learn and concentrate well. For example, children mould dough and make volcanoes independently. They discuss how volcanoes erupt and lava escapes which challenges and extends their thinking skills.

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

- The childminder and her assistant work well together. They get to know children well from the start and have introduced home visits. The childminder and her assistant observe children as they play and use assessments effectively. They ensure gaps in learning are addressed quickly and that support is put in place for all children. This includes those from disadvantaged backgrounds and those with special educational needs and/or disabilities.
- The childminder and her assistant plan and deliver challenging and fun activities. They build on children's interests and what they know and can already do. Children show high levels of curiosity and concentration. For example, they eagerly investigate new fruits to make a fruit salad. Children peel and cut fruit, and explore and discuss the different textures. This supports their fine motor skills and enhances their language development. However, opportunities are missed to build on mathematical skills.
- Partnerships with parents are strong. Parents speak very highly of the childminder and feel part of the family. They are regularly updated on their children's progress and next steps. The childminder discusses any concerns and works with other professionals to provide extra support when needed. Parents state that the childminder provides books and activities to enhance learning at home and support early literacy skills.
- Communication and language development is a high priority. The childminder and assistant build on children's linguistic abilities. They share stories throughout

the day, sing with the children and use rhymes. Children are encouraged to join in conversations and share their ideas. The childminder and her assistant introduce new vocabulary. They help children to extend their sentences and communicate confidently. However, bilingual children are not fully supported to speak in their home languages or build on these through play.

- Healthy lifestyles are promoted effectively. Children have daily opportunities to be physically active. They use the childminder's garden and visit local parks and woods to increase their balance and coordination. The childminder and her assistant work with parents to provide nutritious meals and snacks. Children grow vegetables and learn about the benefits of healthy eating. Children clean their teeth after meals and develop an understanding of maintaining good oral health.
- The childminder and her assistant champion independence and self-help skills. Children learn to put on their coats and shoes, blow their noses and attending to their toileting needs. Children understand the importance of handwashing. Children confidently count and know their colours. However, other mathematical language and concepts are not always promoted to expand and deepen children's mathematical understanding further.
- The childminder and her assistant show a commitment to raising the quality of their provision. Together they regularly evaluate their practice and seek feedback from parents. They complete mandatory training and increase their knowledge and skills to benefit the children. For example, recent training on oral health has been put into practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their responsibilities to keep children safe. They recognise signs and symptoms that may indicate a child is at risk of harm or abuse. They have procedures in place and would follow these to report any concerns about a child's welfare. The childminder and her assistant have completed safeguarding training, including wider issues such as the 'Prevent' duty. They ensure their training is kept up to date. Suitability checks are in place and risk assessments used to maintain a safe environment. Children learn about online safety and limiting screen time.

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

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

- strengthen opportunities during play for children to use their home languages
- build on children's mathematical skills by introducing new language and concepts, such as weight, shapes, and measure.

## Setting details

<b>Unique reference number</b>	EY555723
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10175072
<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>	3 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Norbury, in the London Borough of Croydon. She offers care and education to children from 7am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder works with an assistant. They both have appropriate childcare qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Helen Craig

## 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 their evaluation of the provider.
- The childminder and inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder and inspector carried out a joint observation of a planned activity.
- The inspector spoke to the childminder and her assistant at appropriate times about the leadership and management of the setting, including arrangements for safeguarding.
- Parents spoke to the inspector and shared their views.
- The inspector looked at documentation and reviewed evidence of suitability of adults living and working in the home.

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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