

# Childminder report

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Inspection date:

18 November 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Requires improvement

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

### This provision meets requirements

Children are very well behaved. They know the daily routine well and play cooperatively, creating a calm and productive atmosphere. The childminder helps children to learn about her expectations of their behaviour. For example, they discuss safety in the home and while on outings, such as road safety. Children show strong bonds with the childminder and each other. They talk about being friends and how they like coming to the childminder's home. Children enjoy designing and making things that interest them or that reflect a variety of festivals and celebrations. For example, children make butternut squash superheroes, clay Diwali candle holders and Halloween pumpkins. Children are now excitedly planning their Christmas decorations. They enjoy drawing and keenly explain what they have drawn.

The childminder shows a high regard for developing children's communication and language skills through ongoing discussions and group times. Children chat during relaxed mealtimes and enjoy home-cooked meals. They take part in a group times, where they take turns to tell everyone about things that happened that day and how they are feeling. This enables children to successfully express their thoughts and feelings, and develop good speaking and listening skills. Parents say that the childminder has helped their children's language skills to improve and that their children, who have just started school, were well prepared by the childminder.

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

- The childminder has made good progress since the last inspection and addressed the action and recommendations that were previously raised. She keeps accurate records about the children in her care. The childminder evaluates the strengths of her setting and identifies areas for further development, for example increasing opportunities for outside play in all weather.
- The childminder shares information with parents about their children's day while in her care. She relays messages to parents from their children's school. For example, the childminder shares achievements that their child has moved up a reading stage.
- The childminder has improved her knowledge of the local arrangements for the assessment of children with special needs and/or disabilities. Although she currently cares for older children, she has also reviewed methods for planning an early years curriculum. This ensures she is ready to meet the needs of any children in the early years age range in the future.
- The childminder plans a broad range of activities that reflect children's learning needs and interests. For example, children enjoy lots of art and craft projects. They enhance their free creative expression while using a variety of media, such

as paint, collage, drawing materials and clay.

- Children positively reflect on their differences and similarities to others. For example, they talk about different festivals they celebrate and know that some of their friends have different dietary needs.
- Parents have high levels of trust and appreciation for the care and support that the childminder offers them and their children. They say they do not worry about their children as they know they are happy and settled in the childminder's care. Parents value the childminder's support in helping children with their spellings. They comment that she encourages their children to talk about any concerns during their discussions.
- Children actively enjoy group games, such as hide and seek. They take turns and negotiate well as they join in looking for the last child hiding. This effectively develops their social skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has recently attended a child protection course. She demonstrates a clear understanding of the signs that would alert her to possible abuse and the procedures to follow to safeguard children's welfare. The childminder keeps the local area safeguarding information and contact numbers accessible. She has effective risk assessments in place to help to keep children safe. For example, she is mindful that her sloping garden is not suitable for use in heavy rain. The childminder has a broad range of toys and resources. She ensures these are well organised, so that any toys with small parts are not accessible to younger children.

## Setting details

<b>Unique reference number</b>	124590
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10146051
<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>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	15 January 2020

## Information about this early years setting

The childminder registered in 1991. She lives in South Croydon, in the London Borough of Croydon. The childminder provides out-of-school care from Monday to Friday, all year round.

## Information about this inspection

### Inspector

Jo Geoghegan

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk of the setting and discussed with the childminder how the range of activities provided meets the needs of the children attending.
- A range of required documentation was reviewed, including children's records.
- The inspector held discussions with the childminder, children and parents and took account of their views.

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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