

Childminder report

Inspection date:

25 November 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children benefit from the exceedingly warm and welcoming environment. Children have developed secure bonds with the childminder and her assistants. They arrive keen to attend and settle quickly. The childminder has exceptionally high expectations for all children. Children are captivated by the broad range of exciting and challenging resources to enhance their play. Older children support their younger peers as they mould dough and make dinosaur footprints. This helps them to develop good fine-motor skills. Children recap on their previous learning with the childminder. They are immensely proud as they talk about their displayed autumn pictures. This supports children to raise their self-esteem and enhances their sense of belonging.

Young children confidently increase their mathematical skills as they play. They name colours as they cut dyed spaghetti with the assistant and compare lengths. Children laugh with excitement as they splash in the water, fill and empty containers, and learn about capacity. Children increase their vocabulary through meaningful interactions with the childminder and assistants. They eagerly listen to stories which are told with enthusiasm. Children are supported to build on their vocabulary, repeat new words and extend their sentences. Children behave extremely well; they confidently follow the routines and demonstrate high levels of independence. They use good manners and are kind to their friends.

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

- The childminder is extremely passionate about her role. She strives to provide an excellent quality of education to the children in her care. The childminder plans a stimulating curriculum that motivates children to learn. She accurately builds on children's interests and existing skills. The childminder focuses activities to target children's next steps and ensure any gaps in learning are addressed rapidly. This ensures all children make excellent progress from their starting points, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities.
- The childminder and her assistants place a high priority on helping children to become confident communicators. They provide rich-language experiences, share stories, sing together, and encourage meaningful conversations. The childminder introduces new words every day to increase children's repertoire and supports their pronunciation. The childminder and assistant inspire children to enjoy books, explore with puppets and use their imaginations. They skilfully ask questions, giving children time to think for themselves, answer and share their ideas.
- Partnerships with parents are outstanding. The childminder gets to know children and their families incredibly well from the start. Parents speak extremely

highly of the care and education their children receive. They comment on the progress their children make and the support they receive. Parents of children who have recently started school state that their children were extremely well prepared for their next stage of learning. The childminder and her assistants share detailed next steps and resources including books to support children's continued learning at home.

- Children receive excellent support to increase their understanding of diversity and inclusion. Older children talk about why they are special and what makes them unique. They are encouraged to speak in their home languages and be proud of their heritage. The childminder supports younger children to talk about their families and to learn respect for others and the wider community.
- Children have an abundance of opportunities to develop and practise their physical skills. They learn to climb and balance on equipment in the garden, visit the woods and attend play sessions at the children's centre. The childminder promotes healthy lifestyles. Children add their suggestions to the nutritious meals on the menu. They understand the importance of eating vegetables and drinking water to stay hydrated. Children discuss with the childminder the need to clean their teeth regularly to maintain good oral hygiene.
- The childminder and her assistants work together as a highly effective team. They share their skills and knowledge and are highly reflective of their practice. The childminder tailors training for them all to benefit the children in her care. For example, they have completed training on autism awareness, online safety and supporting children's emotional well-being. This increased knowledge has positively supported children during the difficulties of the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of their responsibilities to keep children safe. They complete risk assessments to ensure the home environment is hazard free. The childminder and her assistants have all completed safeguarding training, including training on the 'Prevent' duty. They know the signs and symptoms that may indicate a child is at risk of harm or abuse. They have a policy and procedures in place and know how to make a referral if they have any concerns about a child's welfare. The childminder teaches children to keep themselves safe. Children learn to manage risk as they play and learn about staying safe online. The childminder ensures suitability checks are in place.

Setting details

Unique reference number	EY556732
Local authority	Croydon
Inspection number	10175107
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 10
Total number of places	4
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in New Addington in the London Borough of Croydon. She operates from 7.30am to 7pm on Monday to Friday, all year round apart from bank holidays and family holidays. The childminder works with two assistants. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- This is the first routine inspection the provider 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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children to find out about their time with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held discussions with the childminder and assistant at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, her assistants and others living in the household.

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