

Childminder report

Inspection date:

18 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children receive a warm welcome from the childminder and her assistant when they arrive at the safe, secure setting. Children choose their favourite toys to play with and show an interest to join in. Babies have suitable opportunities to develop their physical skills, such as during 'tummy time'. However, adults do not have high enough expectations of what younger children can achieve. Babies and younger toddlers are not always supported in their independent play effectively. For instance, at times, adults do not ensure that babies have access to the necessary resources they need to help support their good development. This leads to them becoming restless and bored, and hinders the progress they are capable of making. Nonetheless, older children are focused and engaged well, particularly during story time. They laugh, join in with the stories read to them and begin to develop suitable early literacy skills in preparation for their move to school.

Children learn about appropriate hygiene practices but they do not have opportunities to wash their hands independently. Overall, children behave well. Although, sometimes, the childminder and her assistant are not consistent in how they support children's behaviour. For example, children are supported to put away resources when asked to, but at other times are allowed to ignore the request.

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

- The childminder knows the children in her care well. She know what they like and helps them to explore their interests. However, on occasions, the childminder and the assistant are not skilful enough in their interactions to provide children with challenge and extend their learning further. For example, children enjoy playing with trains, but adults do not help them to build on the skills they already have to aid their good development. As a result, they do not make as much progress as they could.
- The childminder and her assistant support children's communication and language skills suitably. Children enjoy singing lots of nursery rhymes. Adults give them the opportunity to choose the songs they want to sing. During adult-led activities, the childminder introduces new words for children to learn, to help them broaden their vocabulary. She asks open-ended questions well to help encourage children to share their ideas.
- Children are able to feed themselves during mealtimes. However, the childminder and her assistant are not consistent in helping children to develop good self-help skills. For instance, they do not teach children how to do things for themselves first before doing it for them, such as taking off their own coat and peeling their own fruit at snack time. This means they do not make good levels of progress in their personal development and are not fully ready for the next stage in their development.

- Children are confident. Adults provide praise when children succeed and do something well. However, they are not consistent when teaching children about how they should behave and why, in order to help deepen their understanding about the behavioural expectations. As a result, at times, children do not listen to instructions or follow the rules. This hinders the progress children make in their personal, emotional and social development.
- The childminder and her assistant have completed mandatory training, such as paediatric first aid, and refresh their safeguarding knowledge. However, the childminder has not planned the childminding assistant's professional development programme well enough to address gaps in their knowledge and skills. The childminder does not identify areas in her assistant's practice to develop, in order to enhance the quality of provision.
- The childminder and her assistant are kind and caring. They build close bonds with children and support their emotional well-being effectively. For example, they give babies cuddles and make eye contact as they feed them. Children have suitable opportunities to learn about themselves and others. For instance, the childminder sings songs to children in their home language to help them feel that their heritage is valued.
- The childminder forms positive partnerships with parents. Parents are enthusiastic about the support and care their children receive from the childminder. For example, they say that they receive daily updates about their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their safeguarding responsibilities. They recognise the possible signs that may indicate a child is at risk of harm and who to report their concerns to. The childminder and her assistant supervise the children well so that they are kept safe in the setting. They also have a good knowledge of wider safeguarding issues, such as the 'Prevent' duty guidance, and understand the possible signs that may show a child is at risk of radicalisation.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an effective programme of professional development, particularly for assistants, to improve knowledge and skills, and to raise the quality of teaching in the setting to a good level	30/12/2021

improve adult interactions with children to ensure that they are all appropriately challenged and able to make good levels of progress.	30/12/2021
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To further improve the quality of the early years provision, the provider should:

- develop the opportunities children have to learn to do things for themselves, to fully support their independence in managing their own personal needs
- improve knowledge of how to manage children's behaviour so children understand what the behavioural expectations are and why they are necessary.

Setting details

Unique reference number	EY561588
Local authority	Croydon
Inspection number	10207669
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	8
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in South Croydon, Surrey. The childminder holds an appropriate early years qualification at level 3. She works with an assistant. The childminder operates Monday to Thursday from 7.30am to 5.30pm.

Information about this inspection

Inspector

Jacquie Brown

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 setting.
- The childminder took the inspector on a learning walk and explained what she wants the children to learn.
- The inspector observed children in their play and evaluated a teaching activity with the childminder to review the quality of education.
- The inspector observed the interactions between the adults and children and considered the impact on children's learning.
- Parents provided feedback about their experiences of the setting through discussions held and written statements.
- The inspector viewed a range of the childminder's documentation, including her policies and procedures.

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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