

# Childminder report

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Inspection date: 19 January 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle very quickly on arrival and are warmly welcomed by the childminder. Young children show extremely high levels of independence and self-esteem. For example, they take off their shoes and coats on arrival and confidently make choices in their play. Children enjoy cuddles and laugh with the childminder, demonstrating that they feel safe and secure.

Children engage in a broad range of fun and challenging activities, which support their development. They become fully engrossed in imaginative play and seek out the childminder to join them. Young children learn about the role of the doctor as they use a stethoscope to listen to their hearts and take care of the dolls. Children behave exceptionally well. They listen to and follow instructions with a positive attitude. Children show excellent concentration when stacking beakers, and perseverance when completing puzzles. Children are kind and gentle as they stroke the childminder's cat. They sweep up rice and tidy away toys when they have finished playing.

Children receive regular praise, which reinforces good behaviour and helps to boost their confidence. The childminder teaches children about the world around them. They learn about different cultures and religions, which helps to develop an understanding of diversity and what makes them unique.

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

- The childminder is passionate about her role and has high expectations for all children. She gets to know children well from the start and plans activities to build on their existing knowledge and skills. The learning environment is inviting, and the resources are easily accessible for children to make choices. All children make good progress from their starting points, which helps to prepare them for future moves to school.
- Children's communication and language skills are nurtured well by the childminder. For example, the childminder engages children in conversations during play and skilfully asks questions. She introduces new vocabulary and encourages children to extend their sentences. Children listen attentively to stories and enjoy singing their favourite songs. However, bilingual children are not fully supported to speak in their home languages or build on these through play.
- The childminder champions independence and self-help skills extremely well. Children have opportunities to make choices for snacks and develop their skills. Children help to make toast and use knives safely to spread butter. They pour their own drinks and peel fruit. The childminder promotes good hygiene practices throughout the day. Children understand the importance of washing

their hands and complete this task by themselves.

- Partnerships with parents are strong. Parents comment on how happy they are with the excellent service the childminder provides for their children. They state that she is kind and caring and creates a calm and fun environment. Parents receive regular updates about their children's next steps and progress, which helps them to continue learning at home.
- The childminder provides the children with a balanced diet and teaches them about healthy lifestyles. Older children scoot to school and enjoy daily exercise. Younger children regularly play outside and attend a variety of groups in the local community. This helps to enrich their physical and social experiences. Younger children have time to relax and sleep when they are tired.
- The childminder uses her teaching skills to extend play and help children to consolidate their learning. Children are encouraged to identify colours and compare sizes as they share stories about animals. They discuss different features as they make masks and count eyes and whiskers. Children learn mathematical concepts as they explore with sensory materials. They increase their small-muscle skills as they fill and empty pots and mix ingredients.
- The childminder reflects on her practice regularly and makes changes to benefit the children. She rotates resources to ensure that she continues to spark interest and keep children motivated. The childminder meets with other childminders and exchanges ideas and shares good practice. She has completed mandatory training, including safeguarding. However, she has not addressed her previous recommendation to develop further opportunities for continued professional development in order to increase her knowledge further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed safeguarding training, including wider issues such as the 'Prevent' duty, county lines and online safety. She understands the importance of keeping children safe. The childminder uses risk assessments for outings and keeps her home free from hazards. She recognises signs and symptoms that may indicate a child is at risk from harm and knows the procedures to follow if she has concerns about a child's welfare. The childminder teaches children about road safety and using equipment safely. She ensures all adults living in the home are suitable and have completed the relevant checks.

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

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

- increase opportunities during play for children to use their home languages
- strengthen continued professional development to increase knowledge and raise the quality of teaching even further.

## Setting details

<b>Unique reference number</b>	EY435955
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10137854
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	24 November 2015

## Information about this early years setting

The childminder registered in 2011. She lives in Shirley, in the London Borough of Croydon. The childminder cares for children between 7.30am and 6pm from Wednesday to Friday, all year round.

## 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 setting.
- 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 activity and discussed the quality of teaching.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, including insurance and suitability checks of adults living and working at 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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