

Childminder report

Inspection date: 7 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive at the setting excited to attend. They enter the childminder's home confidently and say goodbye to their parents at the door. Children build strong attachments with the childminder and their peers. They enjoy regular cuddles from her and demonstrate that they feel happy and secure in her care. Older children interact well with their younger peers. They hold hands on the walk to school, which helps them develop relationships and builds on their social skills. The childminder has high expectations for all children. Young children fully engage in the wide range of activities planned for their benefit. For example, they use props to act out familiar stories and predict what is going to happen next. Children learn about the size of the animals and increase their mathematical understanding through play. They cut fruit into halves, count teeth as they clean mouth moulds and identify numbers on registration plates that match their ages. Children are motivated to learn and show good concentration. They understand expected behaviour and take good care of toys and resources. Children help to tidy away when they have finished playing. They enjoy looking at their photos and displayed artwork, which provides them with a sense of pride and raises their self-esteem.

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

- The childminder has a good understanding of how children learn and develop. She works with parents from the beginning to find out about children's interests and what they can do. The childminder provides a broad and well-organised curriculum which sparks children's interest and provides challenge. This supports children to make good progress and develop the skills they need for the next stage of their learning.
- Children's communication and language development takes a high priority. The childminder enthusiastically shares stories and sings songs throughout the day. Children learn new vocabulary and are supported to extend their sentences. The childminder repeats words to help with pronunciation. She asks meaningful questions and encourages children to share their ideas and communicate confidently.
- Partnerships with parents are strong. Parents speak very highly of the care and learning opportunities the childminder provides. They say that their children enjoy attending and make good progress in their learning. The childminder keeps parents updated with children's development and next steps. She provides activities and ideas to continue learning at home. Children also borrow books to help increase their love of reading.
- Overall, children behave well. The childminder role models expected behaviour and teaches them the importance of sharing and taking turns. Children listen well, follow instructions and use good manners. However, during minor disputes, the childminder does not always talk to children about different feelings to help

them further understand and manage their emotions.

- The childminder actively promotes healthy lifestyles. Children have daily opportunities to develop their large muscles and coordination skills. They grow vegetables with the childminder and try new foods. Children eat nutritional meals and snacks. They learn the importance of washing their hands and cleaning their teeth to help look after their bodies.
- The childminder is dedicated to her role. She actively promotes diversity and inclusion. The childminder teaches children about different cultures and celebrates festivals to increase their understanding of what makes them unique. They learn phrases from her home language, and bilingual learners are fully supported. The childminder increases her knowledge to support individual children and understand their health needs.
- The childminder encourages children to be independent and make choices in their play. Children attend to their toileting needs and feed themselves. However, the childminder often completes tasks like putting on children's coats and shoes rather than encouraging them to try these for themselves.
- The childminder is proactive in evaluating her practice. She reflects on her activities to ensure children are making progress and incorporates views from parents to help her make improvements. The childminder accesses training and uses her new knowledge to benefit the children. For example, training on oral health has embedded children cleaning their teeth during the day and sharing information with parents about visits to the dentist.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She teaches children about road safety and staying safe online. They learn to manage risk as they use equipment and cut fruit with knives. The childminder checks her home to ensure it is safe for children. She recognises the signs and symptoms that may indicate a child is at risk of harm. The childminder has procedures in place and knows what to do if she has any concerns about a child's welfare. She has completed safeguarding training, including the 'Prevent' duty. Suitability checks are in place for all adults in the home.

What does the setting need to do to improve?

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

- build on discussions with children to increase their understanding of feelings and emotions
- support children to practise their self-help skills so they can increase their independence.

Setting details

Unique reference number	EY376717
Local authority	Croydon
Inspection number	10137876
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	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 July 2015

Information about this early years setting

The childminder registered in 2008 and lives in South Norwood, London. She offers care every weekday from 8am to 6pm, for most of the year. The childminder holds an appropriate level 3 qualification in early years. She provides funded early education for 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 the 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 childminder and the inspector carried out a joint observation together and discussed the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector and the childminder held discussions about safeguarding and how the childminder reviews her practice.
- The inspector looked at relevant documentation, including qualifications, insurance and suitability checks.

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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