

# Childminder report

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Inspection date: 26 April 2022

<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>Good</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**

The childminder provides a caring and warm environment, which is inviting and very well resourced. Children have strong bonds with the childminder. They are confident, happy and motivated to learn. Children readily go to the childminder if they are upset. They play and explore freely. Children are able to follow their interests and develop their creativity. For instance, they use different coloured scarves to make dresses, and pretend to travel to the beach and work from home in the playhouse.

Children have the opportunity to take part in a wide range of activities inside and outside. For instance, children look after chickens and investigate the herbs in the garden. They also use weighing equipment in the outdoor kitchen. This helps children to acquire good knowledge and skills as they grow and develop. Children are well prepared for their next stage of learning.

Children behave very well. The childminder shares her high expectations with children. She helps them learn about the impact of their actions on others. The childminder is calm, fair and consistent in her approach, and manages children's behaviour very effectively. Children learn to think of others, share and take turns well. For example, children work together to play a simple board game.

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

- The childminder plans and organises the curriculum well. She knows children well, and plans for their learning according to their interests and what they need to learn next. For instance, children attend a local playgroup to help develop their social skills and build on their confidence, in preparation for nursery and school. Children are, generally, suitably challenged in their learning. However, sometimes, the childminder does not give children time to respond to a question that she has asked. As a result, children are not always fully extended in their learning.
- Overall, the childminder develops children's communication and language skills effectively. She helps children to learn how to say new words, such as 'binoculars'. The childminder builds on children's vocabulary by introducing words, such as 'calf' and 'bull', as they look at cows in a field behind the garden. Young children in particular make very good progress. For example, toddlers sing nursery rhymes as they explore and play, and babble with excitement as they join in with a story.
- The childminder places a high emphasis on children learning about their environment. For instance, children visit the farm, public gardens and learn about different types of minibeasts. They care for tadpoles in the childminder's home and talk about the changes which they can see.

- The childminder introduces early mathematics to children as they play. This includes colour, drawing shapes and counting. The childminder uses mathematical language and encourages children to solve problems for themselves. For instance, children count the number of people in the room.
- Children learn about living healthy lifestyles. They develop very good physical skills. Children balance carefully on equipment, climb on a 'ship' and toddlers use a rail for support as they walk up steps. Children eat nutritious meals and snacks. For instance, they eat eggs for lunch from the family chickens. Children are also able to talk about what happens to your teeth if you eat too much sugar.
- Children demonstrate good levels of independence. The childminder supports them to develop their skills through daily routines. For example, children tidy up after activities, put their shoes on to go outside and wash their hands independently.
- The childminder helps children to value their backgrounds by making photo books of their families. Children look at their own books and ask questions about their friend's photo books. Children also have access to storybooks that reflect differences. However, the childminder does not help children to learn about people in their wider community to help prepare them for life in modern Britain.
- The childminder has successful partnerships with parents. She keeps parents up to date daily about their children's care and learning through discussions and by sending them information and photos. Parents comment very positively about the childminder.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs of possible abuse and safeguarding issues that could place children at risk of harm. She knows the procedures to follow should she have any concerns about a child's welfare. The childminder is vigilant when keeping children safe outside the home. For example, children wear luminous jackets and the childminder carries contact cards with children's emergency information on it. The childminder teaches children to be aware of the traffic around them, so that they can begin to learn about keeping themselves safe.

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

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

- give children time to respond to questions, so that they are fully challenged and extended in their learning
- teach children about people in their wider community, so that they are well prepared for life in modern Britain.

## Setting details

<b>Unique reference number</b>	124631
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10137860
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	17 December 2015

## Information about this early years setting

The childminder registered in 2000. She lives in Coulsdon, within the London Borough of Croydon. The childminder cares for children throughout the year from 8.20am to 6pm, Monday to Friday. She offers funded early education for children aged three and four years. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Jacque 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 this into account in their evaluation of the setting.
- The inspector and the childminder carried out a learning walk to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder and observed her interactions with the children.
- The childminder and the inspector completed an evaluation of an activity.
- A sample of documents were viewed by the inspector.
- The inspector viewed written feedback from the 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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