

Childminder report

Inspection date: 24 May 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 are happy and settled with the childminder. They form strong attachments with her. This supports children to feel safe and secure in the childminder's care. Children are reassured when visitors arrive. The childminder explains why visitors are there, and stays with children until they feel comfortable. Children explore the setting with confidence. They self-select the activities and resources on offer. The childminder gathers information from parents in the morning to understand about children's needs during the day. She provides parents with daily feedback to keep them informed about their children's learning and development.

The childminder has high expectations for children's behaviour. Children receive good levels of support to know what is expected of them. For instance, they are encouraged to tidy up after each activity. Children are eager to do things for themselves and are supported by the childminder. For example, she gives children clear instructions. She demonstrates how to fasten a zip, giving them the knowledge and encouragement needed. As a result, children develop confidence and good self-help skills. Children are polite and have good manners. They say 'please' and 'thank you' throughout the day.

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

- The childminder demonstrates a good knowledge of child development and the areas of learning. This is embedded in her practice and supports the implementation of her planned activities. Children explore a range of child-led and adult-led activities, which are based on their interests and next steps in learning.
- The childminder eats with children at mealtimes. She models good table manners and engages children in discussions about their own personal experiences. Children are encouraged to listen to each other. The childminder gently reminds children to wait until their friends have finished speaking, before they begin to speak themselves. This supports children to develop their conversational and social skills.
- Children are encouraged to be independent and make their own decisions. For example, they take turns to choose what they would like for lunch. Children prepare their chosen vegetables by cutting them with a knife and putting them in a pan.
- Children have many opportunities to be physically active and get fresh air. Children spend time in the garden and also visit the local woods and parks. The childminder provides activities to help to build children's muscles, such as flour and water play. This helps children to prepare for their early writing skills.
- The childminder supports children's communication and language skills well. She asks effective questions, speaks clearly and repeats back children's sentences

with the correct pronunciation.

- Children with special educational needs and/or disabilities progress well. The childminder works in partnership with parents and other professionals to ensure that all children achieve and develop. She communicates with other settings that children attend to provide a consistent approach to their learning.
- Children are supported with their transitions on to school. They talk about school with the childminder. Children get the opportunity to become familiar with schools when they accompany the childminder on the school run. The childminder liaises with staff at the schools and provides a report of children's learning and development.
- The childminder teaches children about good oral health. Children explore model teeth and toothbrushes. The childminder discusses the importance of keeping their teeth clean with children.
- The childminder provides children with a variety of nutritious meals. She teaches children about healthy food, such as fruit and vegetables. For example, children ask whether certain fruits are in season. The childminder encourages children to drink water throughout the day, to make sure that they are hydrated.
- Children learn good hygiene practices. For example, they are encouraged to wipe their own nose. The childminder gives clear instructions to help children to wipe it properly and praises them for their effort. Children use the toilet and wash their hands. The childminder gives support to children where needed.
- Children gain some awareness of diversity in the wider world. However, the childminder does not fully consider how to teach children about cultures and traditions beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust policies and procedures in place to safeguard children. She has a good knowledge of all aspects of safeguarding and the procedures to follow should she become concerned about a child's welfare. The childminder has completed suitable training, such as paediatric first aid and safeguarding, to keep her knowledge up to date. The childminder keeps the premises clean, safe and secure to minimise the risk of harm to children.

What does the setting need to do to improve?

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

- provide more opportunities for children to increase their knowledge about cultures and communities beyond their own, to develop their understanding of difference and diversity.

Setting details

Unique reference number	124480
Local authority	Croydon
Inspection number	10137857
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	3 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 August 2015

Information about this early years setting

The childminder registered in 1996 and lives in Selsdon, in the London Borough of Croydon. She provides care all year round, from 8am to 6pm, Monday to Friday, except for two weeks of closure during the Christmas and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Katie Smith

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector provided opportunities for parents to share 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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