

Childminder report

Inspection date: 19 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy, safe and secure in the childminder's care. Children take part in activities that consider who they are and what they know. They have good opportunities to make choices about what to play with and enjoy using accessible resources. Children benefit from the information that their parents share with the childminder. They learn about each other's lives and build warm friendships. Younger children giggle and laugh as they play peekaboo with unfamiliar adults. They enjoy the sensory experience of splashing in water.

Older children confidently express themselves as they play. Younger children repeat words and phrases, such as 'all done' after nappy changing. They clap their hands to acknowledge the achievements of others. Children are regularly introduced to new words. This helps children to develop good communication skills. Younger children receive support to develop their walking skills. They respond well to challenges from the childminder. For example, children strengthen their leg muscles as they safely bounce on trampolines.

Children learn about the wider world during visits outside of their everyday experience, such as pumpkin picking. They enjoy caring for the family chickens daily and collect leaves in the garden. Children show that they are curious learners and are eager to have a go. They are well prepared for their next stages in learning.

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

- The childminder has addressed weaknesses identified at her last inspection. She reflects effectively on her professional practice and identifies opportunities to enhance her teaching skills. For example, the childminder completes training to better understand how to meet the learning needs of children who need extra support. This contributes well towards good outcomes for children.
- The childminder plans activities that reflect children's interests and backgrounds. Children who speak different languages have opportunities to recognise, share and value the language they speak at home. Children begin to recognise flags and text that represent the countries that they and their friends have links to. The childminder helps children to respect and celebrate their similarities and differences.
- The childminder supports children's emotional well-being effectively. She encourages children to share how they feel. Older children are confident to express their emotions verbally. Children show affection to each other, such as when they hug. They show that they feel secure in the childminder's care. For example, younger children eagerly snuggle into the childminder's lap as they enjoy favourite stories.

- The childminder implements effective methods to promote children's positive behaviour. Children behave well, share resources and use good manners. The childminder gives children opportunities to acquire positive social skills, for example as they meet others at local groups. Children follow instructions well as they carefully collect eggs from the childminder's chickens.
- The childminder understands how to provide sequenced learning opportunities that help children to develop important skills in enjoyable ways. For example, older children show their physical abilities as they skilfully use scooters. Children develop mathematical awareness as they sing number rhymes.
- The childminder provides opportunities for children to do things themselves. For example, children put on their boots, ready for the garden. Older children manage their personal care needs well. Very occasionally, children have less opportunity to do things for themselves during adult-led activities.
- The childminder uses her knowledge of children well. She speaks with children often about important people and events in their lives. The childminder regularly shares information with parents about children's learning and the progress that they make. Information-sharing with staff at other settings that children attend is less effective.
- The childminder makes good use of resources in the local community and beyond, to extend children's learning. She further extends children's language development as they attend rhyme time, story and singing groups. Children speak about their experiences on planes and trains. This helps children to develop an awareness of the wider world.
- Parents speak highly of the childminder's service. They value the opportunities that she provides for children to celebrate their backgrounds. The childminder seeks feedback from parents to help her develop her service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder manages risks appropriately in her home and while on outings. She implements procedures to help keep children safe, such as consistent hygiene routines and care for family pets. The childminder is alert to possible risks to children. She ensures children's safety as they learn how to use technology to select songs and rhymes. The childminder is confident to identify and respond to concerns that a child may be experiencing abuse or harm, including if an allegation is made. She regularly updates her safeguarding knowledge. The childminder is alert to risks to children's welfare, such as exposure to extreme views or domestic abuse. She shares information and advice with parents to support children's health and well-being.

What does the setting need to do to improve?

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

- allow more time for children to respond and do things for themselves during adult-led activities
- enhance the information shared with other settings that children attend, to promote a fully shared approach to children's learning, development and care.

Setting details

Unique reference number	EY561588
Local authority	Croydon
Inspection number	10218060
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	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 November 2021

Information about this early years setting

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

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 childminder and the inspector discussed the teaching and learning that took place during a children's activity.
- The inspector took account of the written views of parents as part of the inspection.
- The childminder showed the inspector relevant documentation. This included evidence of her professional development and documents relating to the vehicle used to transport children.

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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