

# Childminder report

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Inspection date: 1 December 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and thrive at this nurturing setting. The childminder provides warm interactions, a caring atmosphere and plenty of cuddles and affection. This means children's sense of well-being and happiness is very well supported. The childminder listens and responds swiftly to children's needs. Children develop secure relationships with the childminder and benefit from the praise and encouragement the childminder and her assistant provide. This helps to build children's self-esteem and confidence.

Children's behaviour is good and they understand what is expected of them. They treat one another with kindness and respect. For example, children are encouraged to say 'please' and 'thank you' and often say this without being prompted. They help one another to find their coats and shoes ready for the garden and older children help the younger ones with their bibs at lunch time.

Children are very well supported to develop their communication and language skills. The childminder effectively engages in reading, singing and talking to children during their play and exploration. She speaks clearly, repeats and extends what children say and models the correct pronunciation. Children effectively recall their favourite story books and have a wide range of books available to explore. This helps children develop a love of books.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. She uses this to plan good-quality care and education. The childminder has high expectations for the children she cares for. She plans based on what children are interested in as well as themes to extend their learning. This helps her to plan and implement a curriculum that builds on children's skills in a way that suits each child. All children are well prepared for the next stage of their learning.
- Children learn to celebrate similarities and differences with their friends. They understand and value each other's family backgrounds as they talk about supporting the world cup football tournament and explore the different country flags and kits. The childminder takes the children out and about to meet different people and visit new places. For instance, they visit the local toddler groups, parks, pet shops and take a ride on the tram. This helps to extend their learning even more. These experiences help children develop their social skills and gain understanding of the world around them.
- The childminder consistently supports children to manage their personal hygiene needs. She demonstrates how to wash hands effectively and gently advises when children need a tissue. Children are encouraged to be independent. The

childminder supports them to feed and dress themselves, hold cutlery and cups properly and make their own choices throughout the day. This supports children as they transition to nursery or school.

- Children develop a good understanding of the importance of a healthy lifestyle. The childminder provides a wide range of healthy snacks and meals that the children enjoy. Children talk about how important healthy food is to become strong. They get plenty of fresh air and exercise and enjoy being outdoors.
- Children show good physical skills. They explore different ways of moving, such as running, jumping and balancing. Children are provided with a wide range of opportunities to extend on their physical development. For instance, young children learn to climb and balance on the climbing frames, helping to enhance their core strength. Older children learn hand-to-eye coordination as they practise throwing, catching and kicking the football accurately into the goal.
- Partnerships with parents are strong. The childminder exchanges frequent information with parents about children's progress. Parents comment on how well their children have settled. They recognise the progress their children have made and appreciate the childminders, 'kind and loving' approach. They state that the childminder provides, 'valuable support' to help maintain children's well-being. However, the childminder does not yet consistently consider ways to involve parents in extending their children's learning at home.
- The childminder demonstrates a strong commitment to her work. She works closely with her co-minder and assistant and they regularly review their practice and identify areas they want to strengthen further. However, she has not focused her professional development to precisely extend the quality of education to a higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm and has a good knowledge of current safeguarding issues. She understands what to do if she is worried about a child and takes prompt and appropriate action if she does have any concerns. She can explain what she would do in a range of safeguarding scenarios. The childminder's premises are safe, secure and clean.

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

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

- extend the support offered to parents to help them build on their children's learning at home
- focus professional development opportunities more precisely to extend the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	EY464252
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10236213
<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 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	20 February 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Thornton Heath, in the London Borough of Croydon. The childminder operates her service from Monday to Friday, all year round. The childminder works with another registered childminder and an assistant.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the childminder to assess the quality of education.

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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