

Childminder report

Inspection date: 3 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend with the childminder at this caring and welcoming setting. The childminder knows the children well. Children have close, warm bonds with the childminder. This helps them to feel safe and secure as they play, explore and learn. Children cuddle with the childminder, who rocks them in her arms and sings to them. Children choose from a wide range of exciting resources. They lead their own play, and the childminder builds on their learning through her interactions with them. For instance, as toddlers play with wooden shapes, the childminder asks, 'Can you find another shape that is yellow?'

Children are confident communicators. They ask questions and eagerly share their ideas. For example, when the childminder asks children what healthy food they eat, they shout, 'I like scrambled eggs!' Children have extremely positive attitudes towards their learning. They focus for long periods of time and are often engrossed in their play and learning. Toddlers develop their fine motor skills as they draw independently. They show great excitement as they talk about the family members in their pictures. Older children listen intently as they learn how wild animals keep their teeth clean. The childminder provides children with a range of opportunities to develop their independence skills. Children wash their hands, cut up their own fruit, put the toys away after playing with them and feed themselves at lunchtime.

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

- The childminder has a clear vision of what she wants children to learn. She offers a broad and ambitious curriculum that is well sequenced. The childminder references children's previous learning and experiences and builds on their acquired knowledge. This helps children to make good progress from their starting points in learning. For instance, as the childminder supports children in their imaginative play with pretend snow, ice cubes and Arctic animals, she makes links with the snowy weather that children previously experienced.
- The childminder supports children very well to develop their communication and language skills. She helps them build on their vocabulary as she introduces new words, such as 'rubbery' and 'silky'. She copies the sounds that toddlers make. The childminder engages in back-and-forth conversations with children about what fruit they would like for snack and sings a variety of songs.
- Children have lots of opportunities to develop their love of reading. They regularly listen to stories read by the enthusiastic childminder. Children join in with repeated refrains from familiar stories and retell stories they have heard as they look at books. This helps to develop their early literacy skills.
- Children benefit from hearing the mathematical language frequently used by the childminder. They begin to use mathematical language in their play. For instance, during imaginative play, children count the fingers on their toy baby.

The childminder encourages children to problem-solve. For instance, when asked why a bangle would not fit on the childminder's foot, children work out that her foot is too big. These interactions help to develop their critical-thinking skills.

- The childminder is a good role model, and children learn how to share and take turns with each other. Children have good manners, and older children remind toddlers that they need to say 'please' when they ask for something. However, the childminder is not always consistent in her approach to managing children's behaviour. She does not always help children understand why certain behaviours are inappropriate so that they can begin to learn to manage their own behaviour.
- Children begin to learn about their local community. They visit the park, fire station and sensory soft-play centres. They also learn about the wider community and a variety of festivals, such as Diwali, St George's Day and St Patrick's Day. However, the childminder does not use opportunities to celebrate children's own similarities and differences. This does not consistently help children to build their confidence and self-esteem and prepare them well for life in modern Britain.
- Partnerships with parents are strong. Parents and the childminder share information about children at the setting and at home. This supports the continuity in children's care and learning. Parents are happy with the care and support their children receive. They say that the childminder is 'excellent and is a special part of our lives'. Parents comment that she provides a 'safe, loving and stimulating environment'.
- The childminder reflects on her practice. She attends regular training and reads a variety of articles so that she can keep her early years knowledge and skills up to date. The childminder plans to take part in training to further develop her knowledge of how to support boys with their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children from harm. She knows the signs and symptoms that may indicate abuse and completes regular child protection training. The childminder has a secure knowledge of the procedures she must follow if she has a concern about a child's welfare, and she knows when to escalate concerns. Children play in a safe and secure environment, and they are closely supervised by the childminder. The childminder helps children to learn how to keep themselves safe when they are out and about in the community by teaching them about road safety. For instance, children know that they must stop when they come to a road.

What does the setting need to do to improve?

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

- develop a consistent approach to behaviour management to help children begin to manage their own behaviour
- support children to learn about similarities and differences between themselves and others, to build their confidence and self-esteem and prepare them for life in modern Britain.

Setting details

Unique reference number	EY387175
Local authority	Croydon
Inspection number	10266184
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	20 December 2017

Information about this early years setting

The childminder registered in 2008. She lives in Croydon, Surrey. The childminder offers care during term time, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Jacquie 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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documents on request.
- Parents shared their views on the setting with the inspector.

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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