

# Childminder report

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Inspection date: 25 January 2023

<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 content. The childminder provides a safe and secure environment for them. Warm relationships develop and the childminder is sensitive to children's needs. They are confident to request their wants and express themselves. An ambitious curriculum, overall, is planned by the childminder. Children experience a wide range of activities. They are eager to engage and spend extended periods of time exploring. For example, children investigate loose parts. They pile fabric flowers and log slices to create a garden. Children join in a 'What's in the box' game and curiously wait in anticipation to see what will be revealed.

Children benefit from experiences such as trips to stay-and-play sessions, local parks and to the farm. These experiences enhance children's learning, as the childminder plans them around what they need to learn next. The childminder regularly implements physical exercise. For instance, children follow actions to nursery rhymes that are playing in the background. They frequently enjoy yoga sessions.

Children are encouraged to become independent. They instinctively wash their hands when using the bathroom and before eating. The childminder provides a child's safety knife so children can prepare strawberries for their snack. This supports their risk taking and fine motor skills.

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

- The childminder is extremely passionate about the setting. Assessments are used to monitor each child's development. Children benefit from exciting activities that capture their imagination. For example, children investigate an Arctic small world. The childminder supports children to stack and count ice cubes and gather penguins into families. However, the childminder does not use these planned activities to extend learning further. For example, opportunities are missed to discuss why penguins huddle together or to relate ice to the current cold weather.
- Children display positive behaviour. They follow boundaries and know the expectations. For example, children automatically begin to tidy away when the childminder says it is lunchtime. The childminder knows children well and is automatically aware of changes in their demeanour and offers reassurance. This supports children in developing trusting relationships with the childminder. Children are consistently praised for their good behaviour. This helps them to develop positive attitudes and outcomes.
- There is a strong focus on developing children's speech. The childminder speaks clearly and narrates the children's play. Children repeat words they hear. For example, the childminder comments on a pull back and go bus, saying

'backwards' and 'forwards'. The children then use these words as they move the bus. This supports children's language development and understanding. Nursery rhymes are softly played in the background. The childminder enthusiastically sings along and the children join in.

- Children develop a love for books. The childminder animates her voice through the story. This captures the children and keeps them focused. Books are rotated so they link in with learning. For example, there are various books on colour to support younger children. A book about a new baby is brought in to support understanding of a sibling's new arrival. Children learn to care for books. They carefully turn pages and place them gently in the box.
- The childminder develops excellent partnerships with parents. They praise the efforts made to settle children and the relationships they form with the childminder. Parents are particularly complimentary about mealtimes. They feel reassured that children's nutrition and dietary requirements are paramount. Parents appreciate daily diaries and the sharing of children's learning. The childminder supports children's self-care skills. For example, she implements a requested potty training method suggested by parents.
- The childminder introduces children to the world around them. They celebrate diversity through a calendar of celebrations and festivals. This prepares children for life in modern Britain. Children are introduced to different cuisines. For example, they enjoy Hungarian breadsticks at snack time.
- The setting is safe and secure. Children have access to a learning cabin in the garden. Daily risk assessments are conducted by the childminder. Outings are planned and on arrival the childminder surveys the area for safety.
- Children have access to a wide variety of technology. Older children use handheld consoles to play educational games and younger children take photos with a digital camera. The childminder talks with the children about e-safety and shares her knowledge on keeping children safe online with parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding. She knows the signs and symptoms to be aware of and the procedures to follow should she have concerns for the welfare of a child or actions of an adult. Robust procedures are in place to vet visitors and keep a record of their visit. The childminder makes a note of existing injuries and shares details of accidents with parents. Regular risk assessments are conducted to ensure the setting and outings are safe. A record of suitability checks is held for adults who live and work on the premises.

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

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

- make better use of opportunities when children are engaged in learning to extend their achievements to a higher level.

## Setting details

<b>Unique reference number</b>	124534
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10263809
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 May 2017

## Information about this early years setting

The childminder registered in 1999. She lives in Croydon, in the London Borough of Croydon. The childminder holds a relevant qualification in childcare at level 3. She works all year round, from 7.30am to 5pm Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Karen Wells

### 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 childminder.
- The inspector spent time with the childminder and they completed a learning walk to find out more about the setting and the curriculum.
- The inspector gathered parents' views and took these into account
- The inspector spent time observing interactions between the childminder and children and the quality of education and considered the impact.
- The inspector looked at documents such as paediatric first-aid qualifications and the evidence of suitability for those living and working on the premises.

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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