

Childminder report

Inspection date: 16 February 2023

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| 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 are extremely settled and secure in the childminder's care. They ask for what they want and need without hesitation. The childminder is gentle and kind, and children's care and emotional needs are very well supported. For instance, the childminder wraps children up in blanket when they feel cold.

Children show positive attitudes towards learning. They focus for long periods as they explore their surroundings with excitement and confidence. They learn about the world around them and the need to be kind to small creatures as they make a home for worms and woodlice in the garden. They also use their critical thinking skills as they decide whether or not an item will float or sink in water and why this might happen.

The childminder provides children with a range of opportunities to develop their self-help skills. They wash their hands, cut up their own fruit at snack time, persevere as they pull on their boots and do the zips up on their coats before they go outside.

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, ambitious and inclusive 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. For instance, when children show an interest in animals, the childminder talks to them about facts they have learned about their favourite animals and helps them find out new facts.
- Children make good progress in their communication and language skills. The childminder has back and forth conversations with children and introduces new vocabulary like 'woodlouse' and 'feelers.' She asks meaningful questions and gives children time to respond. Children sing and engage in stories and phonics activities. This helps to extend their early literacy skills.
- The childminder weaves mathematical skills into children's play through the introduction of size, weight and number. For example, the childminder talks to children about the numbers on their front door at home. She regularly counts with children, and this helps them develop an understanding of numbers and their sequencing.
- The childminder is a good role model, and children learn how to share and take turns with each other. 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 and the impact their behaviour has on others, so that they can begin to learn to manage their own

behaviour.

- The childminder helps children learn about what makes them unique. Children have a photo book, which parents contribute to, that celebrates their families and life experiences. This helps children feel welcome and supports their self-esteem. The childminder supports children's social skills and their knowledge of nature and the local community on a variety of visits. Children explore the woods, go fishing and visit local parks.
- Overall, children's physical health is well supported. They eat healthy snacks and meals and learn how to brush their teeth. However, there are occasions when the childminder does not help children learn why these practices are important for their physical health, to further support their learning.
- Partnerships with parents are very positive. Parents say that the childminder is, 'kind caring and affectionate,' and that, 'nothing is too much for her.' The childminder regularly updates parents about their child's progress and works closely with them to support children's medical and care needs. For instance, the childminder has specific resources she uses to support children's well-being as she provides them with individualised care.
- The childminder makes good use of courses to support her professional development. She works closely with other professionals to develop the skills she needs to meet children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and secure. She attends regular training to keep her safeguarding knowledge current. The childminder is fully aware of the signs and symptoms of abuse, including signs that indicate that a child is at risk of extremist views. She knows exactly what to do if she is worried about a child's welfare. The childminder helps children learn how to keep themselves safe. For example, as they grate cheese at lunchtime, she talks about why it is important to be careful.

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 understand the expectations and impact on others so they can begin to manage their own behaviour
- consistently help children understand why practices like eating healthy food and brushing their teeth is important for their physical health.

Setting details

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| Unique reference number | 124828 |
| Local authority | Croydon |
| Inspection number | 10263852 |
| 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 | 4 to 10 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 15 May 2017 |

Information about this early years setting

The childminder registered in 1994. She lives in the London Borough of Croydon. The childminder holds a qualification in childcare at level 3. She works Monday to Friday, from 7am until 6pm, throughout the year, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jacque Brown

Inspection activities

- This is the first routine inspection the childminder has 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 their evaluation of the setting.
- The childminder took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector viewed written parent testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.

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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