

Childminder report

Inspection date: 28 February 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 are happy and develop into confident learners in the safe, secure setting the childminder provides. Children are curious to explore the varied activities available. They show sustained levels of concentration as they complete self-chosen tasks, such as sorting small, coloured bears or building using construction materials. Children capably solve problems and show resilience when they encounter difficulties. The childminder's curriculum allows all children to thrive within the environment provided.

Children's routines are managed sensitively. Children prepare for sleep after listening to a story that they have chosen themselves. Children settle quickly, feeling secure and reassured by the calming nature of the childminder. Children develop independence, which supports them for the next stage of their learning. They put on their shoes for the garden with minimal help. When coming back from the garden, children take off their own coats. They feed themselves competently at mealtimes. The childminder praises and encourages children, promoting confidence in their abilities.

The behaviour of children is good. The childminder is a positive role model. She reinforces the importance of taking turns and sharing resources. Children develop friendships with their peers. They show pleasure in playing alongside each other. Children show care and concern for each other, sharing cuddles to express their affection for each other.

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

- The childminder knows her children well, and she confidently talks about the progress they make. Identifying children's next steps helps the childminder to continually challenge them and ensures they are ready for the next stage of learning.
- The childminder provides children with a range of engaging and stimulating activities. Children are eager to participate. However, sometimes, during focused learning, children can become distracted due to the background music of nursery rhymes being played. Children lose the thread of questions asked and the ability to recall the information requested.
- Children are inquisitive. They are beginning to develop their own ideas and opinions. The childminder is skilled at adapting activities to meet the children's interests. For example, while building a bug hotel, children lose focus and want to try the ride-on toys instead. The childminder follows children's interests and the bug hunt continues with the children riding on the toys. They go on to see a spider on the window ledge and a snail sleeping in a groove in the wall.
- Overall, the childminder promotes children's early communication and language

well. She provides children with opportunities to hear new words such as 'reflection' when they see themselves in the windows. Discussions allow children to form more complicated sentences. However, occasionally, rather than asking children what they think it could be when they ask questions, such as 'What's that?', the childminder quickly provides children with the answers. This does not allow them to further develop skills of recall and imagination.

- Children develop knowledge of early mathematics. Children count as they build or add worms to the bug hotel. Children understand positional language such as 'above', 'below' and 'beside'. Riding bicycles outside provides opportunities for children to learn language such as 'fast', 'slow', 'left' and 'right' and learn about speed and direction.
- Partnership with parents is good. Parents compliment the level of communication the childminder provides, as well as the healthy meals. Parents understand the progress children have made since joining the setting.
- The childminder promotes healthy lifestyles. Children enjoy balanced meals. They bake and help to choose their own toppings for meals, such as pizza or fajitas, learning about making healthy choices. Children enjoy regular physical activity at local parks, soft-play centres and during their weekly forest school session.
- Diversity and inclusion are celebrated. Resources allow all children to see themselves positively represented, which promotes their high self-esteem. Celebrations that are important to families are celebrated and shared with others, so children learn what makes them unique.
- The childminder is reflective. She continues to maintain her own professional development by ensuring she is up to date with best practice and mandatory training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She has a clear understanding of how to keep children safe from harm or abuse. The childminder has clear recording and reporting procedures in place. She understands who should be contacted for advice should she have any concerns. The childminder is clear on the process to follow should an allegation be made against herself or anyone in her household. When out of the setting, the childminder continuously risk assesses to ensure the environment remains safe for children. The childminder teaches children how to cross the roads safely and not to wander off in open spaces.

What does the setting need to do to improve?

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

- consider how the background music of nursery rhymes is used to enable children

to engage fully with their learning

- extend strategies used to support and develop children's communication skills.

Setting details

Unique reference number	124797
Local authority	Croydon
Inspection number	10265249
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered in 1992. She lives in Coulsdon, Surrey. The childminder currently offers care from 8am to 6pm on Monday to Wednesday, all year round, excluding bank holidays and family holidays. However, the childminder is flexible to working on bank holidays if it has been previously arranged.

Information about this inspection

Inspector

Natalie OLeary

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 spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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