

# Childminder report

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Inspection date:

5 April 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Met

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

### The provision requires improvement

Children are settled and form positive attachments with the childminder. Children are confident to go to her for cuddles and reassurance. The childminder provides a range of resources that reflect children's interests. Children concentrate on certain activities, such as cause-and-effect toys, pressing buttons, musical instruments and trucks. However, children do not always engage fully, and they frequently move on to explore other resources. This does not help children to extend their learning. Children play happily, but learning is at times incidental. Children are regularly praised by the childminder for their achievements, such as when they build using coloured blocks. This helps children to build their confidence and self-esteem.

Children are developing good communication and language skills. They enjoy rhymes and songs. Children join in as the childminder sings favourite songs, showing they know the words and actions. The childminder supports the children to behave well. Children enjoy playing with the childminder. For example, she joins them as they play in the ball pit, extending their ideas as they use scoops to collect the balls from one space to another. Children also enjoy looking at the pictures in books. They smile as she reads, and they turn the pages in the book.

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

- The childminder does not implement an ambitious curriculum, to help children make the progress that they are capable of. She does not ensure that she tailors her curriculum to suit children's different stages of development. This does not enable her to build on what children already know and can do effectively. It also impacts on the progress that children are able to make in their learning from their starting points. As a result, children do not make the progress they are capable of.
- The childminder does not organise routines or structure for the children's day, as she follows the children's interest. At times, the day becomes disorganised, and children do not fully engage. Children occasionally miss out on some learning opportunities during their day.
- The childminder shares kind and nurturing relationships with the children and knows them well. Children are happy in her care. They enjoy showing the childminder what they are doing and sharing experiences with her in the day. However, sometimes the childminder is too quick to complete self-care tasks for children and therefore not supporting children's growing independence.
- The childminder promotes children's communication skills. Children have opportunities to build on their language skills or learn new words. For example, children enjoy singing songs and looking at books, as the childminder encourages children to feel the different textures and turn the pages. Babies react positively as the childminder responds to their babbling. She introduces

new words as children play and extends the single words they use to enhance language development. Children develop their listening and attention skills as they hear and copy different sounds using the musical instruments.

- Children are helped to develop their understanding of mathematical concepts. The childminder supports children to count as they build towers with bricks. She introduces some mathematical language, such as 'taller', as they add more bricks to their structures.
- Parents share positive feedback about the childminder. She works in partnership with them and shares the children's care routines learning with them. Parents comment she is very reliable and flexible, they are happy with their child's development.
- The childminder supports children to develop healthy lifestyles. She prepares balanced, home-made meals for children. The childminder uses the local community to support children's learning. For example, children enjoy trips to the local children's centre, library and park where children have opportunities to practice their physical skills using climbing apparatus.
- The childminder reflects on her provision and self-evaluates her practice. She understands her strengths and areas for improvement. For example, she plans training to enhance her knowledge and skills to enrich children's experiences further. She engages parents feedback through regular questionnaires and uses these as part of her evaluation process.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows how to identify if children are at potential risk of harm or abuse. The childminder knows where to report concerns about children's safety following the local safeguarding partnership procedures. She is also aware of the action to take if an allegation is made against herself or a household member. The children's safety and welfare are the childminder's priority. She regularly researches information from the local safeguarding board to update her knowledge. The childminder carries out risk assessments of her home and other places visited to ensure children's safety.

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

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

- improve the curriculum, and planning to provide children with a varied choice of challenging activities that build on what they know and can do, ensuring that different ages and stages of development are considered
- develop routines for the day to ensure that children are fully engaged and learning opportunities are maximised
- increase opportunities for children to develop their independence.

## Setting details

<b>Unique reference number</b>	EY460995
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10280639
<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 1
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	1 August 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Croydon, within the London Borough of Croydon. She operates Monday to Friday, from 7.30am to 6pm, all year round except for bank holidays and family holidays. She has a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Tracey Murphy

### 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 their evaluation of the provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between children and the childminder.
- The inspector spoke to parents as well as sampled written feedback to gather their views.
- 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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