

# Childminder report

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Inspection date: 6 June 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 very settled and secure in the childminder and her assistant's care. They are very chatty and busy playing, choosing the resources by themselves and making up their own play. Children move around the learning environment with confidence and excitement. The childminder identifies clear curriculum focus to support children's learning. These help her to prioritise support for children. As a result, they are confident, self-assured and interact with each other very well. Resources available are at the children's level, which enables them to independently select the toys and extend their play. Children show care for one another and enjoy playing alongside each other. They politely ask the childminder for support when needed. All children have formed a strong bond with the childminder and her assistant. They interact animatedly with them as they play. The childminder and her assistant consistently support children's language skills. For example, they talk to the children constantly, explaining, instructing and repeating what they say so they hear the correct pronunciation of words. They add words to younger ones' babbles and actions, such as 'driving' and 'yellow car', as they show them their toy cars and move them along on the floor.

Children listen and behave very well. The childminder is a positive role model who provides children with plenty of praise and encouragement as they play. Children enjoy daily outings with the childminder. They visit local parks where they can use different apparatus to support their body control, balance and skills. Children also attend different activities and events in the community and meet up with other children. Their confidence flourishes as they learn about the wider world and people around them.

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

- The childminder has a secure knowledge of each child in her care. She gathers information from parents when children first start about what they know and can do. She also uses her observations and completes the progress check for children between the age of two and three, to help her identify their progress and gaps in learning. She provides a curriculum that supports their interests well. However, adult-led focus activities are not carefully thought through to help children benefit as much as possible.
- The childminder introduces early mathematical concepts, such as counting items. Older children count up to 10 without support and beyond ten with support. Younger children can count to five. Children talk about 'lots' and 'a few', when they talk about amounts to help them understand measurements. Children who are interested in sorting items are supported by the childminder to sort and match different colour bears.
- Children are very independent and confident in their own ability. They

competently ask the childminder and her assistant questions and make their needs known. They freely access a range of resources as they play. However, at times, some older children's ability to fully engage and concentrate with their chosen activities and adult-led activities is not supported as well as possible.

- Parents are very complimentary about the service the childminder and her assistant provide. They comment on her home-from-home environment and the progress that their children make. Parents speak highly of the way the childminder shares information and helps them to understand how to support their children at home, for example with regards to potty training.
- Children are respectful and aware of the childminder's high expectations of behaviour. They are polite, compassionate and caring, for example when giving each other a hug when they are a little upset. They help each other as they get dressed up in costumes.
- Children learn to adopt healthy lifestyles. They confidently follow hygiene routines, such as washing hands before eating. They have daily access to the outdoors, such as parks. The childminder encourages children to exercise, for example by dancing to music. She provides healthy and nutritious meals and introduces a variety of fruits and vegetables. She caters well for children's dietary needs.
- The childminder is proactive in sourcing training for herself and her assistant. She takes part in regular professional development to enhance their knowledge and skills to raise outcomes for children. The childminder has effective support in place for her assistant, which helps to strengthen the quality of practice and the service provided.
- Children's literacy skills are supported well. They have easy access to a range of books and pictures with words in the environment, which children interact with well. They participate in mark-making and writing activities, such as painting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant fully understand their responsibility to keep children safe from harm. She has a comprehensive knowledge of her local area and issues that may impact the children in her care. She knows the potential signs and symptoms of abuse and neglect, including exposure to extremist views and behaviours. The childminder and her assistant have a clear understanding of how to report any possible concerns related to a child's welfare. She routinely carries out risk assessments of her home and on outings. The childminder teaches children to keep themselves safe when using equipment and resources.

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

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

- take into consideration children's age and stage of development when organising adult-led focus activities, to help ensure that children's learning is more effectively supported
- review how older children are supported to help promote their ability to engage and focus even more.

## Setting details

<b>Unique reference number</b>	124237
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10289409
<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 3
<b>Total number of places</b>	9
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	24 November 2017

## Information about this early years setting

The childminder registered in 1998. She lives in Forestdale, in the London Borough of Croydon. The childminder works with an assistant. She works Monday to Friday, from 7.30am until 6pm, all year round. She receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Marvet Gayle

## 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 setting.
- The childminder discussed her curriculum intentions with the inspector during the learning walk.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.
- The inspector discussed the activities provided for children with the childminder.
- Children interacted with and spoke to the inspector during the inspection.
- The inspector considered parents written views of the childminder and her assistant.
- The childminder provided the inspector with relevant documentation, including evidence of paediatric first-aid training and the suitability of people 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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