

Childminder report

Inspection date:

28 September 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are very settled in the childminder's care. They have a warm relationship with the kind, caring childminder who knows them well. The childminder talks to the children in a gentle voice, which reassures them. This helps to calm the children and promote their confidence. The childminder supports all children to make the best possible progress. She supervises the children well to keep them safe.

Children play in a safe and secure environment. The childminder organises resources to meet the needs of children attending. For example, children access, investigate and explore a variety of activities and resources with ease. They show interest and curiosity as they carefully mix different coloured paints. The childminder thinks about what children need to learn next when she plans activities. For instance, she consistently talks to the children, responds to their questions and gives simple instructions to encourage their understanding.

The childminder takes children out into the local community daily. She provides opportunities for children to be with other people and children. This helps children to develop their confidence and social skills. The childminder helps children to know what to expect by having clear routines. She models good manners and speaks respectfully to children. This helps children to learn how to behave.

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

- The childminder plans what she wants children to achieve. She gathers information from her own observations and assessments and uses the information gained from parents and other professionals to identify what children need to learn next. She understands how to adapt her teaching to support children in need of additional support, which helps children make good progress.
- Children's communication is generally promoted well. The childminder reads books they borrowed from the library and joins in children's singing and conversations to help increase their speaking skills. However, opportunities to extend children's vocabulary further are not used consistently well to enhance their language skills.
- The childminder places an emphasis on supporting children's physical development. She takes children to community events, such as the park, playgroup and forest-school sessions. These activities support children to practise body control. The childminder makes sure she plans the environment to enable children to move freely and easily. For instance, she provides resources for children to kick about safely. They draw, make marks and blow bubbles, which helps promote their smaller muscles.

- The childminder encourages children to explore using their senses. For example, children engage in investigating different materials, such as paint, pipe cleaners and water. Children are well motivated as they mix different coloured paints and talk about how the colours are changing. However, opportunities to build on children's mathematical skills are not used well to enhance their counting and support their understanding of amounts.
- Children show increasing independence. The childminder helps children to learn how to do things for themselves. For example, she talks through simple instructions as children wash their hands and learn to dress themselves. They manage their personal care with increasing ability.
- The childminder provides a clean and safe environment where children happily play and learn. She has good hygiene procedures in place. For instance, she wipes down surfaces once children have finished playing. The childminder ensures parents provide healthy meals and snacks for children.
- Children have great fun while they play with water. For example, they splash about, playing with a range of toys. Children coordinate their arms well as they pour water into bottles. They focus closely as they master their balancing skills. Children receive lots of praise from the childminder for their achievements.
- The childminder ensures she keeps her knowledge and skills up to date. She has accessed a range of training, and carries out her own research, which strengthens her understanding of work in the early years. This includes training to support the speech and language development of children.
- Parents praise the good-quality service the childminder provides. They comment that they highly value her willingness to support their children's needs and to take on board the advice of professionals to support their children. They state that the childminder shares information with them daily about their children's care, the activities they have taken part in and how to extend their children's development at home. They feel involved and have a say in what their children need to learn next. All children make good progress and are ready for future learning and school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duties and responsibilities to safeguard children. She knows how to keep children safe and can recognise the signs and symptoms of a range of different types of abuse, including radicalisation and extremism. She knows the local procedures to report concerns about the welfare of a child. The childminder knows where she must report any allegations that are made against her or a household member. The childminder checks the premises each day to make sure that they are secure and safe for children to play. She attends regular training to ensure her knowledge is current.

What does the setting need to do to improve?

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

- use opportunities to extend children's vocabulary even more to enhance their communication and language to higher levels
- extend children's counting skills further to build on their awareness of amounts.

Setting details

Unique reference number	EY490373
Local authority	Croydon
Inspection number	10308477
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 14
Total number of places	3
Number of children on roll	5
Date of previous inspection	22 March 2018

Information about this early years setting

The childminder registered in 2015. She lives in New Addington, in the London Borough of Croydon. The childminder offers flexible care Monday to Friday from 7am to 6pm, all year round.

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 and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's learning.
- The childminder and inspector evaluated children's learning together.
- The inspector took account of the views of parents from a telephone conversation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and other adults living 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023