

Childminder report

Inspection date: 1 November 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 very settled. They build strong and positive relationships with the caring and dedicated childminder. Children access a range of enjoyable experiences indoors and in the local community. For example, the childminder takes children to local events, such as a playgroup, the park and a farm. She has a good selection of toys that children choose from, which links to their interests. For instance, children happily explore boxes of toys and play with puzzles, which they complete.

Children develop their creative skills and finger muscles well, giggling when they play with building bricks. For example, children make tall structures, which they say are 'towers'. The childminder helps children to recall past events and talk about the animals on the puzzle pieces and where they have seen them before. The childminder praises children's achievements and efforts. She encourages them to behave well and develops their self-esteem. Children learn to respect others and the environment.

The childminder identifies a clear curriculum focus for children to support their learning and development, such as their language skills. She speaks clearly to children, repeating words for them to hear the correct pronunciation. The childminder gives lots of explanations and uses words to describe children's actions to help them to understand and extend their vocabulary. The childminder asks questions to help ignite children's thinking and gives them time to respond.

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

- The childminder knows children well. She understands their likes, dislikes, what they know, can do and need to learn. The childminder recognises the benefit of supporting children's speech and provides an abundance of opportunities for children to develop this skill. However, her planning and implementation of the curriculum does not always focus on developing children's concentration skills to further enhance their learning.
- The childminder has a close partnership with parents. She shares a range of information face to face and in writing. For example, the childminder shares details about accidents and incidents and the progress their children have made, particularly their speaking skills. She discusses activities that children have taken part in each day. Parents are kept up to date with their children's development. They receive ideas of how they can support their children to learn at home.
- Children learn to be independent. They feed themselves at snack time and wash their hands. They have opportunities to choose activities they want to explore and are confident to ask for help. For example, children ask the childminder for support when they find an activity difficult. However, the childminder does not provide consistent support to help children who are in the process of being toilet

trained to enhance their self-care skills more successfully.

- The childminder provides a range of books to help to encourage children's literacy skills from an early age. For example, she ensures that children's favourite books are always available to encourage a real interest in books. The childminder works with children at their own pace. For instance, she talks about what is happening and identifies objects with children who are only interested in looking at the pictures. The childminder also provides opportunities for children to listen to stories being read.
- Older children learn to count with the support of the childminder. They interact with a range of shapes. However, the childminder does not use these opportunities to help children to learn what these shapes are to extend their mathematical knowledge.
- Children learn to adopt healthy habits, such as healthy eating, good hygiene practices and being physically active. The childminder takes effective steps to ensure that children learn about their own safety. For example, she teaches children about road safety when they are in the community.
- The childminder places a strong emphasis on her own professional development. She is reflective and is proactive in seeking out ways to develop her own knowledge and skills. For example, the childminder attends courses and evaluates her practice to enhance the good-quality service that she provides, which benefits children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to promote the welfare of children. She attends safeguarding training, which she recently refreshed to keep her knowledge and skills current. The childminder keeps up to date with changes to requirements and current safeguarding matters, such as the 'Prevent' duty. She knows what she should do if she has a concern about a child or if an allegation is made against herself or a member of her household. The childminder has secure risk assessments in place for her home and outings.

What does the setting need to do to improve?

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

- use information gained about children's learning to tailor their curriculum more effectively to help to develop children's focus and concentration
- develop further strategies to help children who are being toilet trained to enhance their self-care skills
- use opportunities more effectively to promote children's understanding of shapes and extend their mathematical knowledge to the next level.

Setting details

Unique reference number	158900
Local authority	Croydon
Inspection number	10308033
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2000. She lives in the London Borough of Croydon. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She receives funding to provide 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 childminder.
- The inspector observed the quality of education during activities indoors and assessed the impact on children's learning.
- The childminder evaluated the activities which she provides for children with the inspector.
- The inspector held discussions with the childminder.
- The childminder provided relevant documentation and evidence of the suitability of adults living in the household.

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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