

# Inspection of Adams, Teamara Rochelle

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Inspection date: 30 June 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

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

### **The provision is good**

The childminder provides a well-organised environment that gives children lots of space to play and explore. Children enjoy the space as they move around with great ease. This supports younger children who have just started to toddle to build their confidence. Children are happy and excited to play. The childminder and her assistant place high importance on the emotional well-being of the children. They are patient, calm and have a nurturing approach, which contributes to the children feeling safe and secure. Children learn to behave well. The childminder and her assistant are strong role models. They say 'please' and 'thank you' and are respectful. They encourage children to use their 'kind hands' and explain to them how to take turns, such as waiting their turn to go up and down the slide. Therefore, young children learn to play well together. Children are reminded to be kind to each other. They enjoy helping the childminder to tidy up. The childminder offers lots of praise for children's kindness, which helps to raise their self-esteem.

Children have a deep love of books. For example, they excitedly join in at story time with the childminder. They laugh and shout the names of the characters in the story. The childminder provides children with opportunities to develop their finger muscles and mark-making skills. Her assistant uses letter sounds to help older children to identify words such as 'orange' as they help them to recall what the colour is. Children thoroughly enjoy being in the garden. They show good physical skills as they squeal and laugh with enjoyment.

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

- The childminder is committed to her role. She provides ongoing support to her assistants. For example, the childminder has meetings with her assistants and ensures that they access frequent training, which improves their knowledge and skills. The childminder reflects effectively on how she can further improve her practice. For example, she gathers frequent feedback from parents, which helps to promote positive outcomes for children.
- The childminder and her assistant tune in effectively to what children say, which supports children's communication and language skills well. For example, they listen to what children say, repeat words when it is not clear and add words to younger children's babbles and actions. They ask questions and give children time to respond and use words to explain actions as the assistant demonstrates how to use a pump. For example, they say 'push up' and 'pull down' to help children understand.
- The childminder plans a range of experiences for children, in the community and in her home. For instance, they visit the fire station and activities in the park. These experiences help children to understand the world around them. However, the learning needs of each child need to be considered more to

enhance their development. For instance, the childminder does not focus enough on what children already know and can do to tailor the curriculum for children.

- Children are excited and engage well in their play. They curiously join in with water play, such as finding out how to operate the water pump. Older children participate well as they make marks with paint and pencils, while younger children wet a play mop and broom and make marks on the ground. However, opportunities to extend older children's mathematical skills are not used as well as possible to further promote learning.
- Children are confident. They freely explore and access resources under the childminder and her assistant's careful guidance. However, on occasions, children are not encouraged to be as independent as they can be. For example, the childminder takes children's shoes off and does not provide them with opportunities at snack time to pour their own water or peel their banana.
- The childminder supports children's health and well-being effectively. She ensures that children have their nap and develop healthy habits, such as washing their hands before they eat. Children have lots of opportunities to be active and exercise, inside and outside. The childminder provides healthy snacks and meals. She ensures that appropriate seating is available so that all children can sit together and eat in a relaxed environment.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of the potential signs and symptoms of abuse and understand their duty to protect children from harm. They know what to do if they have concerns about a child's safety. The childminder is very vigilant and understands the signs that may indicate that a child or family is at risk of being drawn into extremist behaviours. She knows the procedures to follow if an allegation is made against herself or people living or working in the household. Children are taught how to keep themselves safe. For example, the childminder and her assistant teach children about the importance of walking where there are other children so that they do not have an accident. The childminder supervises children well, and her premises are clean and secure. She carries out risk assessments of her home and outings to ensure the safety of children.

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

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

- strengthen the curriculum for individual children to take into account what they know, can do and need to learn next
- use opportunities as they arise to extend older children's mathematical skills
- support children's independence further, such as during snack time.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2625090                                                                           |
| <b>Local authority</b>                             | Croydon                                                                           |
| <b>Inspection number</b>                           | 10295614                                                                          |
| <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> | 0 to 3                                                                            |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Name of registered person</b>                   | Adams, Teamara Rochelle                                                           |
| <b>Telephone number</b>                            |                                                                                   |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021 and lives in Crystal Palace, in the London Borough of Croydon. She operates during term time from 8am to 6pm, Monday to Thursday. On Friday, she operates from 8am to 4pm. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants.

## 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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's progress.
- The childminder carried out a joint observation with the inspector and discussed children's learning.
- The inspector spoke to the children and the childminder's assistant.
- The inspector took account of parents' written views of the childminder.
- The inspector viewed a sample of documents, including the childminder's paediatric first-aid qualification.

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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