

Childminder report

Inspection date: 19 September 2019

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

The qualified childminder has a good understanding of how children learn. She provides a good variety of experiences based on children's interests to motivate them to learn. Children of all ages make friends and play well together, which shows their good progress in social development. They are secure and settled in the childminder's care. They have developed warm relationships with her and her family.

Children relish accessing a wide variety of play materials that promote their creativity and imagination. For example, while in the role-play area, younger children confidently operate the coffee machine and make toast in the toaster, which enable them to recreate situations and scenarios they see every day.

The childminder promotes equality and diversity through a range of activities and opportunities. For example, children acknowledge a range of cultural and religious festivals throughout the year. This helps them to celebrate differences and similarities between themselves and others. The childminder and her assistant praise children for their efforts and achievements, which helps to build their confidence and self-esteem. The childminder has high expectations for all the children in her care.

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

- Effective partnerships with parents are established at the start to gather information about their children's starting points. The childminder continually gives parents feedback. This provides consistency and enables them to be fully informed about their children's day and their developmental progress.
- The childminder and her assistant provide a wide variety of activities and resources that support children's progress through prime and specific areas of learning. Children are engaged and sustain their motivation and curiosity for long periods of time. The childminder uses her good teaching skills to support children to develop the skills that they need to be ready for the next stage of learning and school.
- Although children's language skills are developing, bilingual children are provided with limited opportunities to see and use their home language within the setting.
- Children learn about different colours and shapes as they access coloured dough and shape cutters. They show excellent physical skill as they use rolling pins to roll and flatten their dough. The childminder teaches them effectively to support their move to pre-school and beyond.
- Children are well behaved. The childminder and her assistant set good examples. They provide children with clear, consistent expectations and are courteous to each other. This has a positive effect on children, who politely ask

to leave the table when they have finished at mealtimes.

- The childminder supervises and monitors her assistants well. She organises regular meetings to share knowledge of good practice and to ensure that her assistants are familiar with all the provision's policies and procedures.
- On occasions, the childminder does not consistently support older children to be independent during daily routines, through taking on simple tasks.
- Children are developing positive attitudes to a healthy lifestyle. The childminder plans daily opportunities for children to access fresh air and exercise. For instance, they visit local parks and take reasonable risks as they climb large structures under supervision. The childminder offer's healthy, home-cooked meals and snacks daily.
- Although the childminder is experienced and qualified, she has not considered her ongoing professional development to support her to enhance her teaching practice to the highest level.
- The childminder is committed to evaluating her provision. She seeks the views of parents and her assistants to help improve outcomes for children.
- Children develop a secure knowledge of mathematics from an early age. They learn how to count with ease. For example, older children assertively and correctly use their finger digits to represent how old they are.
- The childminder uses information gathered from regular observations to effectively plan challenging tasks for children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder regularly completes safeguarding training to update her about new legislation. She has a good understanding of her role and responsibility to protect children. The childminder knows the procedures to follow and the relevant professionals to contact if she has any concerns about a child's welfare. She completes beneficial risk assessments of her home and outings. This helps her to be vigilant and provide a safe and secure environment to support children's well-being and safety. The childminder is aware of her responsibility to vet her assistants effectively to ensure their suitability to work with children.

What does the setting need to do to improve?

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

- increase the opportunities for bilingual children to see and use their home language
- extend daily routines to support older children to develop and build on their independence skills
- make the best use of professional development opportunities to increase knowledge and teaching skills to the highest level.

Setting details

Unique reference number	EY387482
Local authority	Sutton
Inspection number	10066356
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	18
Number of children on roll	6
Date of previous inspection	2 June 2016

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Sutton. She operates Monday to Friday from 8am to 6pm, all year round. The childminder has achieved early years professional status and works with assistants.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector took into account the written views of parents.
- The inspector completed a joint observation with the childminder.
- A range of documentation was looked at, including safeguarding policies, training certificates, adult suitability checks and children's learning folders.
- Discussions were held with the childminder about how she organises the provision and about the children in her care.
- The inspector observed the interactions between the childminder, her assistant and the children.

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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