

Childminder report

Inspection date: 5 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed, enjoyable and home-from-home environment where children feel emotionally safe and secure. Children are happy and confident. They show a strong sense of belonging in the childminder's home. For instance, when they arrive, children take off and put away their coats and shoes and quickly settle down to play. Overall, the childminder has high expectations of what children can achieve. Children confidently choose resources and are generally motivated to take part in activities led by the childminder. However, at times these are too difficult for the children and therefore do not sustain their interest. Children develop very good communication and language skills. They enjoy conversations with the childminder throughout the day and learn a variety of new words, which she introduces alongside their play.

Children behave well and use good manners. They respond positively to the continual praise and encouragement from the childminder, which helps raise their self-esteem. Children enjoy being independent and show willingness to cater for their own personal needs, such as when using the toilet and washing their hands. However, the childminder does not always encourage them to try things for themselves.

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

- The childminder works closely with parents to meet children's care and learning needs. She develops good links with staff at schools that children also attend, which provides continuity between the settings. Parents give highly positive feedback on the childminder's provision. They comment on how she manages children's behaviour effectively and respectfully. Parents appreciate the childminder's advice and support on issues such as healthy eating and toilet training.
- Children make good progress and develop a range of skills and knowledge to support all areas of their learning. They form secure foundations in mathematics and demonstrate this as they count and distinguish between shapes and sizes. Children learn to listen to stories and develop a keen interest in books, which supports their developing literacy skills.
- The childminder uses children's interests effectively to provide toys and resources that they enjoy. However, she does not always take account of children's current abilities when she plans activities. Therefore, these do not always support their next steps in learning as effectively as possible.
- Children develop a positive and enthusiastic attitude towards learning, overall. For example, during a cutting activity, they persevered as they tried out different ways to hold and operate scissors. When they managed to snip at the edges of paper, they showed great pride in their achievement.

- The childminder is a good role model for children. She guides their behaviour calmly and uses consistent reminders about what they should or should not do. The childminder teaches children about danger and how to manage risks. For example, she demonstrates how to stay safe when crossing roads and walking through a car park. The childminder helps children to learn healthy attitudes and routines, such as enjoying healthy foods and washing their hands before eating.
- Children enjoy their time with the childminder and develop close, caring bonds with her. This is evident in the way they confidently interact with her, enjoying conversations, jokes and cuddles. Children are beginning to understand their own feelings and those of others. They show care and concern for each other. For example, when a child hurts their finger, other children think about how they can help their friend feel better.
- The childminder recognises that children need to develop good personal care skills before starting nursery or school. However, occasionally she is inconsistent in supporting children's independence. For example, she carries out tasks for children, such as wiping their faces or noses rather than encouraging them to try this for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of a range of safeguarding issues. She is familiar with the signs that may indicate a child is at risk and knows how to report any concerns about a child's welfare. The childminder strengthens her understanding of how to protect children by attending regular safeguarding training and maintaining a paediatric first aid qualification. Her home is safe and secure, and she implements effective policies and procedures to help keep children safe.

What does the setting need to do to improve?

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

- ensure that the activities planned for children are based on their individual learning needs and support what they need to learn next
- develop a more consistent approach to supporting children's independence and helping them to meet their own personal needs independently.

Setting details

Unique reference number	139584
Local authority	Sutton
Inspection number	10138225
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 June 2016

Information about this early years setting

The childminder registered in 1987. She lives in the London Borough of Sutton. The childminder provides childcare all day, from Monday to Friday, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector looked around the areas of the childminder's home used for childminding, to assess the safety and suitability.
- The inspector observed a range of activities and asked the childminder about her curriculum for children, to evaluate the quality of education.
- The documents reviewed include the childminder's first aid certificate, a sample of policies and procedures, and children's records.
- The inspector had discussions with the childminder at intervals during the inspection to check her understanding of the early years foundation stage requirements.
- The inspector spoke to the children and looked at written feedback from parents to assess their view on the provision.

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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