

# Childminder report

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Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 childminder's sensitive, caring ways make children feel completely at ease and safe. The childminder knows each child extremely well. This helps her to accurately assess their abilities and plan activities that stimulate their curiosity. The attractive playroom positively encourages children to explore. They enjoy choosing the toys and show confidence and independence as they move around the room. The childminder builds on children's early communication and speaking well. Toddlers love to hear their favourite stories where the childminder brings characters to life. For example, children hold cut-out models of the 'Three Little Pigs' and have fun creating the houses that the wolf tries to blow down. The childminder encourages children to repeat sounds, then words to help them build sentences. Older children follow the sequence of stories and are beginning to describe what will happen next. Children have a zest for getting involved. They show determination to succeed in activities such as using cutters and rollers to make shapes with play dough. This supports their concentration and hand-to-eye coordination. Children listen to the childminder and show respect. They easily make friends as they share their toys and help each other with tasks, such as finding their shoes.

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

- The childminder uses her experience to plan and extend activities that capture children's interest and cover all areas of the curriculum. For example, children's fascination with dinosaurs lead the childminder to produce stories, pictures and models. Children notice that dinosaurs grew very large in comparison with themselves. They remember names as they count the horns of the triceratops. This helps children's mathematical skills as well as learning about creatures and animals that lived in the past.
- The childminder is secure in her knowledge of how children learn. She plans activities well that link to children's interests and their next steps. She works positively with parents and regularly shares with them children's achievements and ideas for learning at home. Parents are highly complimentary about the childminder's level of care and commitment to her role.
- Children are keen to do things for themselves and learn new skills. For example, they try hard to put on their shoes before they go outside. At mealtimes they persevere using knives and forks to feed themselves. The childminder gives them time to practise and children know she is there if they need support.
- Children grow extremely fond of the childminder. She knows when children are tired, hungry or need an extra cuddle. This clear knowledge helps the childminder to anticipate children's feelings and support their behaviour. Children respond well to the childminder's calm approach as she teaches them good manners and respect for each other.
- The childminder is rigorous in her attention to children's health and well-being.

Robust hygiene practices are followed. For example, babies and toddlers have their individual bedding and sleeping arrangements. Children enjoy fruit snacks, have active play in the garden and look forward to eating their warm midday meal. Toddlers show complete contentment as they clear their plates and show the childminder they have finished.

- The programme of regular outings to other group sessions, such as 'rhyme time', helps children to meet others and become confident in different environments. Children take part in simple activities that introduce them to other cultures and festivals. The childminder's proactive approach significantly helps children who speak English as an additional language when they arrive. They communicate fluently in English by the time they transfer to school.
- The childminder is professional in her approach to her continuous improvement. She makes the best use of research facilities to investigate childhood conditions to support her high level of care. The childminder listens to parents. She understands the needs of each child to help them to make good progress in their learning and development. However, the childminder does not fully engage in complete partnership working with other settings children attend to consolidate their learning further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments of her home and understands her responsibilities in keeping children safe. She supervises children well and teaches them how to stay safe, for example when going up and down stairs in the house and outside. The childminder is confident in identifying the signs and symptoms that may indicate that a child is at risk of harm. She keeps abreast of the child protection updates, including safeguards around internet safety. The childminder has clear procedures from her local authority safeguarding officer and knows how to use these to protect children.

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

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

- strengthen partnerships with other settings that children attend to further coordinate and consolidate their learning.

## Setting details

<b>Unique reference number</b>	139698
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10066327
<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</b>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	4 April 2016

## Information about this early years setting

The childminder registered in 1996. She is located in Wallington, in the London Borough of Sutton. The childminder operates her service from 7.30am until 6pm each weekday for most of the year. The childminder is qualified and has early years professional status. She receives funding to provide free early education for children aged three years.

## Information about this inspection

### Inspector

Gill Cubitt

### Inspection activities

- A tour of the childminder's home and garden was completed. The childminder explained how she supports children's learning and ensures that children are safe.
- A range of records and documentation were checked, including training certificates, records of accidents, medication and the daily register of children's attendance.
- Observations were made of the childminder interacting with children during activities inside and outside. The inspector and the childminder evaluated the methods of teaching during one planned activity.
- The written feedback and views from parents were acknowledged and considered.
- The inspector and the childminder discussed the childminder's methods of self-evaluation and how she continues to develop her professional skills and knowledge.

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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