

Childminder report

Inspection date: 17 November 2021

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 attending this setting show that they feel safe and happy in their surroundings. They have warm attachments with the childminder, who is extremely kind, caring and nurturing. Children are fully reassured, knowing that they can go to the childminder for a cuddle or support. This helps children to gain good levels of self-esteem and confidence.

Children are motivated learners and have positive attitudes. They enjoy accessing a range of age-appropriate toys and resources, such as building blocks and small-world play. Currently, one of their favourite activities is exploring the play kitchen. Children delight in closing and opening flaps, banging pots and working out where things go. The younger children are starting to express their various feelings, for example through babbling. Children's physical development is supported well. They are encouraged to practise their walking skills to build on their core strength and stability.

The childminder has high expectations for children's behaviour and learning. This helps children to develop good levels of self-care and independence skills. As an example, children take responsibility for tidying away toys and for cleaning equipment. Children behave well. They learn to listen, follow simple instructions and respect their environment.

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

- The childminder observes and tracks children's learning effectively. She uses the information collected to plan a clear and ambitious curriculum that helps children to make good progress. Children's communication and language skills are developing well. Children are starting to repeat words and show an interest in stories and nursery rhymes.
- During an activity, children had fun experimenting with chunky chinks and crayons. They enjoyed making marks on a piece of paper. However, at present, children do not always have access to sensory activities, such as water and sand, in the setting. This does not promote children's creativity and imagination as well as it could.
- Hygiene procedures are well established in the setting. Children learn the importance of handwashing to reduce the risk of cross-infection. They enjoy healthy snacks and mealtimes. However, at times, the childminder does not make effective use of opportunities to talk to children about healthy options and the effects of food on our bodies.
- The childminder works successfully with parents, who praise the childminder highly in their verbal and written feedback. Parents find that the childminder communicates effectively with them, which benefits their children well. They

comment that their children learn and play in 'a very warm and welcoming environment'.

- The childminder actively seeks the views of other professionals, parents and children to help evaluate the quality of her setting. Following a consultation with an early years adviser, the childminder has reviewed how she labels toys and resources. This has increased children's curiosity and their interest in spontaneous play.
- The childminder's high expectations for children's learning and behaviour contribute to children displaying good manners. In addition, the childminder praises and encourages children, which successfully builds on their self-esteem. A good example of this was observed when children were playing with shape sorters. With encouragement from the childminder, they persevered and managed to push the shapes through the correct holes. Children show good concentration.
- Children develop an awareness of the world around them. For example, they visit playgroups and go to local parks to feed ducks.
- The childminder is good at following children's home routines, such as for sleeping and eating. Children benefit well from the consistent approach between parents and the childminder.
- Children initiate their own play. They delight in pressing buttons on toys with lights and sounds. These opportunities help children to develop their understanding of how basic technology works and can be used within their play.
- The childminder promotes her continuous professional development. For example, following training, she has increased her knowledge of how to support children's mental health and well-being more effectively. This has a positive impact on children's self-esteem and confidence overall.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe and secure. She attends training annually to keep her safeguarding knowledge current. The childminder is fully aware of the signs and symptoms of abuse, including signs that indicate that a child is at risk of extremist views. She knows exactly what to do if she is worried about a child's welfare. The childminder has established a highly effective culture of vigilance. For instance, she supervises children well, ensuring they are always within her sight or hearing. The procedures for storing and administering medication are implemented rigorously.

What does the setting need to do to improve?

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

- increase opportunities for children to express their creativity and imagination in

expressive arts and design

- make more effective use of opportunities to raise children's understanding of the effect that food has on our bodies.

Setting details

Unique reference number	EY362682
Local authority	Sutton
Inspection number	10066351
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 1
Total number of places	7
Number of children on roll	1
Date of previous inspection	20 April 2016

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Sutton. She offers her service during term time only, from 7.30am until 6pm, Monday to Thursday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector asked the childminder to walk around the setting and to explain how she plans and implements the curriculum. The inspector accompanied the childminder and children on a walk.
- Parents left written feedback and spoke with the inspector on the telephone to share their views about the setting.
- The inspector observed a planned activity with the childminder. Together, they evaluated the impact of the activity on children's learning.
- Relevant documentation and evidence of the suitability of people living on the premises were checked.

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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