

# Childminder report

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Inspection date: 28 June 2022

<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**

Children show that they feel safe and happy. They develop warm and positive relationships with the childminder. Children confidently approach the childminder for cuddles and reassurance. She is quick to respond and is attentive to their needs. Children receive lots of praise and encouragement. This builds their confidence and self-esteem. The childminder encourages children to be kind and respectful towards each other. For example, without being prompted, children collect water bottles for their friends and eagerly go and give them to them.

Children show high levels of confidence in choosing activities and resources to explore. For example, they demonstrate their fine motor skills as they show focus and concentrate during a sticking activity. The childminder takes account of children's interests when planning activities.

Children respond positively to the childminder's high expectations and behave well. They try out new experiences and tackle challenges with enthusiasm. For instance, children carefully cut a range of different fruits during a planned activity and eat them for their snack. They take great care in keeping themselves safe and following instructions.

The childminder is passionate about planning frequent opportunities for children to get to know their local area and socialise with other children. For example, children visit the local library for story time every week, and they enjoy exploring parks and natural spaces.

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

- Children show great enjoyment at being outside. They demonstrate high levels of physical skills during this time. For example, younger children carefully climb on and balance on bikes. Older children draw circles on the chalkboard. All children squeal with delight as they climb and go down the slide.
- The childminder provides healthy, nourishing meals and snacks. Children learn about healthy lifestyles. The childminder helps children to understand about the importance of eating a balanced diet.
- The childminder helps to enrich children's growing vocabulary. For example, during a play dough activity, she uses language such as 'long' and 'small' to describe the different ways of using the dough. The childminder engages in meaningful conversations with children of all ages. She carefully listens to what children have to say and introduces new words to further extend this.
- Children with special educational needs and/or disabilities and those who have any delays in their learning are supported well. The childminder recognises any possible gaps in children's learning and plans effective activities to support their

development. She works closely with parents and knows how to seek advice from other agencies about additional ways they can support children who may need additional help.

- The childminder shows much dedication and wants the best outcomes for children. She ensures that mandatory training is completed in a timely manner. The childminder refreshes and keeps her knowledge up to date through her own research and reading. However, she agrees that this could be further expanded on, to help her to continually raise the quality of her teaching to an even higher level.
- The childminder has good relationships with parents. She spends time getting to know children and their families before they start. This information supports her knowledge of children's starting points in development. The childminder uses this to develop the next steps in children's learning. Her effective communication with parents ensures that they work together to support children's learning and development.
- The childminder is passionate and dedicated about creating a stimulating environment and provides countless opportunities for children to learn. She plans her curriculum well, which she bases on what children enjoy and what she wants them to learn next. However, on occasions, the childminder gives children too many options of activities that they could do or makes suggestions for a new activity when they have not yet finished exploring their current selection. This can, at times, lead children to lose interest in what they are doing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly accesses training to update her knowledge and ensure that she is able to keep children safe. She is aware of what may indicate that a child is at risk of harm and swiftly acts on any concerns. The childminder is familiar with the 'Prevent' duty and indicators of female genital mutilation. She understands how to keep children safe in her home. The childminder carries out effective risk assessments of the environment. Children learn how to keep themselves safe and are reminded about potential risks.

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

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

- identify professional development opportunities to focus on enhancing the current good quality of education to the highest levels
- give children more encouragement to explore and follow their own ideas and curiosity in their own time.

## Setting details

<b>Unique reference number</b>	EY387482
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10232948
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	19 September 2019

## Information about this early years setting

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

## Information about this inspection

### Inspector

Laura Rathbone

### 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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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