

Childminder report

Inspection date: 30 August 2022

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| 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 childminder and her assistant offer a welcoming and homely environment, where children feel happy, safe and secure. Children benefit from a range of exciting, stimulating and challenging activities and experiences. They are motivated to learn, and independently explore the toys and play activities provided. The childminder has high expectations for every child. Children enjoy accessing the well-resourced garden area throughout the day. They strengthen their physical skills as they access a range of wheeled toys that they use their legs to manoeuvre around the garden.

Children's literacy skills are supported effectively. For example, they make marks in wipe-clean books to help them to develop their early writing skills. Children delight in self-selecting books for the childminder's daughter to read to them. Children behave well. They are kind and respectful to each other and to the childminder and her family. Older children willingly help the younger ones and encourage them to join in activities. Children develop good social and life skills appropriate for their age and stage of development. They benefit from daily outdoor experiences. For example, children visit the stables to help the childminder feed the horses, and they attend soft-play areas and parks. They gain opportunities to build new friendships and learn to negotiate with a wider range of friends.

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

- The childminder is skilled in promoting children's communication and language skills. She extends children's language as they play with dinosaurs, introducing words such as 'fossils' and 'extinction'. The childminder asks children open questions to encourage their language and thinking. During activities, children listen well and follow simple instructions. They have a good understanding of language and demonstrate confident communication skills.
- Young children are curious about the world around them. They relish accessing a bug box, where they build on their knowledge of minibeasts. Children examine them, using magnifying glasses, and ask questions to build on what they know.
- The childminder monitors children's progress carefully to establish what they know and can do. This helps her to quickly identify any emerging gaps in children's progress and provide activities that target their individual learning.
- Children's emotional development is fostered well. The childminder calmly reassures younger children during messy play. When children become concerned about their hands being messy while making dough, the childminder turns their worries into joy and empowerment as they roll out sausages from their mixture. The childminder encourages children's efforts and praises them highly when they succeed. This helps to raise children's confidence and self-esteem.
- The childminder has settling-in routines in place. However, she has not

considered encouraging parents to share full details of younger children's individual routines to help them to transition into her setting with even greater ease.

- Young children become engrossed in imaginative play. They use role-play supermarket resources during imaginary shopping trips. Children skilfully manoeuvre the shopping trolley around the garden, filling it with pretend food. They show increasing mathematical skill as they count out 'two' pieces of pizza for the childminder.
- Children learn about the importance of living a healthy lifestyle. They create a combination of fruit as they make smoothies at lunchtime. Children develop their small-physical skills, and they demonstrate increasing levels of independence as they cut up bananas, pears and apples. The childminder uses this time to engage children in discussions to increase their knowledge of foods that are good for them.
- Partnerships with parents are good. The childminder regularly shares information about their children's progress with parents, discussing how they can support children's learning and development at home. Parents highly praise the childminder. They comment that the setting is nice, very engaging and their children are looked after well.
- The qualified childminder uses self-evaluation successfully. For instance, she obtains feedback from parents, and regularly has discussions with other childminders to share best practice and ideas. This enables the childminder to continuously develop her provision.
- The childminder has a positive attitude towards her continuous professional development. She regularly attends training to help her to improve her practice and curriculum. However, the childminder has not implemented plans for her assistant's professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection and know how to keep children safe. They are aware of who to contact if they have a concern about a child's welfare. The childminder attends regular safeguarding training and stays up to date with legislation. She completes daily checks of the environment to ensure that any risks to children are minimised or reduced. The childminder teaches children about the importance of safety. Children learn how to stay safe, as they are reminded to not take toys on to the trampoline. They are closely supervised when using scissors during cutting activities.

What does the setting need to do to improve?

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

- increase the range of information obtained from parents to further enhance children's settling-in procedures and transitions into the setting
- implement plans for the assistant's professional development to strengthen their current knowledge even further.

Setting details

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| Unique reference number | EY459114 |
| Local authority | Sutton |
| Inspection number | 10236090 |
| 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 | 0 to 8 |
| Total number of places | 16 |
| Number of children on roll | 8 |
| Date of previous inspection | 13 October 2016 |

Information about this early years setting

The childminder registered in 2013. She lives in Wallington, in the London Borough of Sutton. The childminder operates her service all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds a relevant qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Trisha Edward

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 around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector completed a joint observation of an activity together.
- The inspector spoke with the childminder, her assistant and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living and working on the premises, and insurance and registers.
- The inspector took account of parents' written feedback as part of the inspection process

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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