

Childminder report

Inspection date:

17 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are welcoming and confident, greeting the inspector on arrival at the childminder's home. The childminder has high expectations for all children. She has a caring and fun approach that puts children at ease, helping them to enjoy their time in her care. Children learn to share and take turns, for example, older children share toys with younger children so they can join them as they play. They are demonstrating a growing independence. The childminder encourages children to manage their personal care and babies are learning to feed themselves. Children begin to make simple choices and decisions. They readily let their wishes be known to the childminder, who is responsive to their needs. The childminder has high expectations for children's language development. They listen to stories and rhymes that helps build on their growing vocabulary.

The childminder supports children's personal, social and emotional development. She has familiar daily routines that help children to feel emotionally secure. The childminder praises and encourages children. This helps to raise their confidence and self-esteem. Children are happy, settled and secure. They learn to play cooperatively together. They pay attention and follow instructions. The childminder has high expectations for their behaviour. This contributes to the good manners and high levels of respect that children show.

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

- The childminder knows the children well. She has a solid knowledge of the curriculum, and the way children learn. She uses her knowledge, along with children's interests, to plan activities. However, she does not consistently ensure that activities are appropriate to the ages of the children attending, to enable all children to develop their learning to their full potential.
- The childminder recognises the importance of supporting children with their communication and language skills. She models language, reads stories and has good-quality interactions. She introduces new words to enrich children's vocabulary. For example, she encourages children to describe vehicles that are similar and those that are different during an activity. Children are confident communicators. They eagerly explain to visitors about the leaves they collected to make their picture and why the leaves fall in autumn.
- The childminder introduces early mathematical concepts into everyday activities. Children learn to count and recognise numbers and she introduces mathematical language when children are engaged in a sorting activity. For example, children eagerly place their vehicles in size order from the biggest to the smallest.
- Children develop a strong emotional bond with the childminder. They enjoy the childminder's warm and positive interactions and are happy in her care. She is keen to join children's play when they invite her to, making suggestions about

what children can do and who the different characters are when playing with different figures. However, at times, she does not encourage children to express their own ideas to be imaginative.

- The childminder wants children to enjoy and appreciate a healthy lifestyle. Children enjoy daily walks in the fresh air and trips to local parks, and she talks enthusiastically to children about the healthy snacks she offers. Children respond well to her positive approach.
- Children are kind and demonstrate a positive attitude to learning. They develop a real love of books and reading. Children enjoy listening to stories read by the childminder and are also keen to read their favourite stories to the childminder.
- Partnership with parents is positive. Parents feel well informed about their child's daily experiences and the care they have received. They comment on the high level of care and the opportunities children receive to further their development during their time spent with the childminder.
- The childminder is reflective. She takes time to look back on her practice regularly and considers ways she could improve this to benefit the children's learning opportunities. She updates her knowledge and continuous professional development by attending courses, and by conducting independent research to enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role in safeguarding children. She shows a good understanding of the signs and symptoms that may indicate a child is at risk of abuse. Clear policies are in place for responding to any concerns about children's welfare. The childminder understands the procedures to follow should there be an allegation made against herself or a member of her household. Risk assessments help to identify and eliminate any hazards in the property and while on outings. The childminder teaches children about road safety when walking to and from school.

What does the setting need to do to improve?

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

- use knowledge of the curriculum to plan activities that are appropriate to the ages of children attending, so that all children have the opportunity to develop to their highest ability
- encourage children to share their ideas to develop their imagination skills further.

Setting details

Unique reference number	139681
Local authority	Sutton
Inspection number	10234202
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 February 2017

Information about this early years setting

The childminder registered in 2000. She lives in Sutton, Surrey. The childminder offers her service from Monday to Friday, 6am to 6pm, all year round, except for family holidays. She holds a childcare qualification at level 3. The childminder accepts funding for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

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 provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents provided written feedback to share their views about the childminder.
- 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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