

# Childminder report

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Inspection date: 15 December 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 settle well and feel safe and secure in the childminder's home. They form close bonds with this warm and nurturing childminder and seek reassurance from her when needed. The childminder instils good manners and values in the children, encouraging them to be kind and respectful towards each other. For example, she gently reminds children to use their 'kind hands' to share and take turns. Children receive lots of encouragement and praise for their efforts and achievements. This boosts their confidence and self-esteem, and helps them to develop positive attitudes towards new experiences.

Children enjoy creative activities and focus well until they are happy with the outcome. They beam with pride when they have finished and are excited to show their work. The childminder has high expectations for all children. Children learn to do things for themselves. The childminder supports their independence and encourages them to complete small tasks. For example, young children are learning to thoroughly wash their own hands, feed themselves and make independent choices in their play and exploration.

Children demonstrate a keen interest in books and literacy. They know how to handle books carefully as they 'read' independently. Children listen well when the childminder reads to them and are keen to share their questions and comments about stories.

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

- The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home, before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.
- The childminder provides children with a range of resources and activities to develop their physical skills. Children enjoy many different activities, such as gluing and sticking. These activities offer opportunities to help strengthen children's small muscle skills. The childminder takes children to playgroups. Here children are encouraged to explore large spaces, climbing equipment and ride-on toys. This helps to develop their coordination and strength.
- There is a strong focus on children's speech and language development. For example, the childminder talks, reads and sings with children throughout the day. Therefore, children become confident talkers and have good communication skills. The childminder clearly emphasises keywords within her interactions and introduces new vocabulary. For instance, children learn the words 'convertible' and 'chinook' as they show an interest in transport.

- The childminder provides children with lots of opportunities to develop their early mathematical skills. She effectively teaches children how to count within activities and learn about concepts, such as size and number.
- The childminder regularly attends groups with other local childminders who care for children of similar ages. This supports children's social skills and interactions. Children form new friendships and meet different people which enables them to make valuable connections with others. However, the childminder does not consistently recognise opportunities to celebrate diversity within her own setting and with the children in her care.
- The childminder is reflective and regularly reviews her practice. She has a good understanding of her own strengths and the areas that she plans to enhance even further. She keeps all mandatory training up to date. However, professional development is not sharply focused to raise her practice and the quality of education to the very highest level.
- Partnerships with parents are good. Parents are kept informed of day-to-day events at the setting and know how their children are progressing. Parents are very positive about the care the childminder provides. They comment that she is 'caring' and 'patient', and say they would recommend the service to others. However, the childminder has not fully developed partnerships with the other settings children attend. This means they do not consistently work together to support children in their next stages of learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She is vigilant about the signs of abuse and neglect and completes training to keep her knowledge up to date. The childminder knows what to do, should she have any concerns about children's safety or if there is an allegation made against her. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation and domestic abuse. The childminder supervises children well. She regularly assesses safety in her home to remove or reduce any risks.

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

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

- review opportunities to celebrate diversity within the setting, so that children can further enhance their knowledge and learn about the wider community
- build on opportunities for professional development in order to further enhance the quality of education to a higher level
- develop partnership working with other settings children attend to consistently support children's next steps in learning.

## Setting details

<b>Unique reference number</b>	EY431586
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10235573
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	17 February 2017

## Information about this early years setting

The childminder registered in 2011. She is located in Worcester Park, Surrey. The childminder operates her service from 7.30am until 6.30pm, each weekday, for most of the year.

## Information about this inspection

### Inspector

Kimberley Luckham

### 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 her evaluation of the setting.
- The inspector looked at a sample of documents and certificates.
- The inspector spoke to the childminder and children at various points throughout the visit.
- The inspector took account of the views of parents through written feedback.
- The inspector held a discussion with the childminder to understand how the early years provision and curriculum are organised.

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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