

Childminder report

Inspection date: 14 December 2022

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 have developed a warm and caring relationship with the childminder. They freely approach her during play for cuddles and to be close to her where they feel safe and secure. Children have a good selection of activities to choose from. They learn to share with childminder and develop good social interaction. For example, young children play hand items to the childminder as they smile happily. Children learn about keeping themselves safe as they carefully manoeuvre about. They laugh with the childminder and are very contented in her care.

Children are provided with opportunities to develop their language and communication skills. For instance, they observe before joining in music and singing. Babies are curious about what is around them. They know what they want to explore and learn about, such as electronic books that sing and light up. They join in to shake rattles and bells with the childminder, while observing what is happening. Children enjoy books and have plenty of opportunities to look at books and share stories with the childminder. Children who are learning to walk confidently toddle about and join in conversations with the childminder. They listen well and follow simple instructions. Children behave very well.

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

- The childminder encourages children to develop their individuality well. Children learn to wash their hands and feed themselves. They help to tidy away toys before lunchtime. Children learn good healthy habits, such as healthy eating and exercise. Babies are supported effectively to practise their walking skills and are increasingly independent.
- The childminder gives high priority to children's emotional well-being. She gives lots of praise for children's efforts and achievements. She gives lots of hugs and reassurance, which helps children to feel safe, secure and settle. Children are familiar with the environment and know the daily routine very well. For example, when it is nappy changing and lunch time. They are confident in their ability and know what they like as they choose toys to play with.
- The childminder supports children to learn about the world around them. She takes them to local activities in and around the community. The childminder teaches children about people around them and to be respectful, kind and caring. She name some animals and makes their sounds, as she helps children to recall previous stories they have read about the animals. This helps children to learn about their environment and the wider world.
- The childminder teaches children what is expected of them through daily routines and activities. She is a good role model who provides consistent advice. Children use their manners with gentle reminders from the childminder when they forget. They make good progress from their starting points.

- The childminder plans interesting activities to support children's learning and development. However, at times, her interactions do not always enhance children's knowledge and skills. For example, children's play is interrupted at times. They are not given the opportunity to fully immerse themselves in play and what they are learning.
- The childminder attends regular training courses to keep her knowledge current. For instance, she has completed training on the enabling environment and has made changes to her home to help promote children's learning. The childminder has positive links with other local childminders. This enables her to share good practice and gain new ideas to support children's learning further.
- Parents are very happy with the childcare they have chosen for their children. They particularly like the home-from-home environment and comment on the good learning that their children experience. Parents receive information about their child's activities, achievements and next steps in learning. They comment on the progress their children have made. Parents have good bonds with the childminder and feel comfortable leaving their children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and promote their well-being. She has a secure knowledge of the possible signs and symptoms of abuse. This includes signs that may indicate a child is at risk from radical views. The childminder knows what procedures to follow if she has concerns. She is aware of her responsibility for reporting any allegations against herself or any other member of the household. The childminder is up to date with her safeguarding training and has completed paediatric first-aid training. She ensures all other adults living in the household are suitable. The setting is safe and secure, and children are well supervised.

What does the setting need to do to improve?

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

- give children the time they need to help them build on their existing skills and knowledge.

Setting details

Unique reference number	EY260237
Local authority	Sutton
Inspection number	10234719
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 March 2017

Information about this early years setting

The childminder registered in 2003. She lives in Carshalton, in the London Borough of Sutton. The childminder operates Monday to Thursday from 7.30am until 6pm all year round. She holds a childcare qualification at level 3.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the premises and discussed how they ensure these are safe and suitable.
- The childminder and the inspector completed a learning walk together and discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- 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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