

# Childminder report

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Inspection date: 9 February 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</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 outstanding**

The time and thought that has gone into the organisation of the provision is evident in every aspect of the childminder's home and curriculum. The childminder and her team plan an exceptionally well-considered and nurturing environment. They place children's welfare and learning needs at the heart of everything they do. For example, following the COVID-19 pandemic, the childminder realised that some children returned unsettled and found it difficult to adjust back into daily routines. She therefore planned additional settling-in sessions for each child individually. This ensured a smooth transition for children from their homes to the setting. Furthermore, the childminder held a meeting for all parents so that they had an opportunity to share any changes in personal circumstances.

Children feel empowered to lead their own learning. For instance, they demonstrate their confidence as they request familiar activities with excitement. Children receive plenty of praise for their achievements and hop with joy at the acknowledgement of their successes. Children are confident and enthusiastic learners. The childminder has a clear vision for promoting young children's independence. She carefully sequences activities and equipment. For example, the childminder provides steps to nappy changing tables for the youngest children to climb independently. Children progress to potties that resemble toilets. Older children use toilets with steps so that they can access them independently. The childminder provides visual instructions to enable children to manage their own personal hygiene, such as washing their hands.

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

- The childminder and her team provide excellent support for children and their families. They provide many opportunities for parents to share information about their child's life at home. This helps the childminder to be acutely aware when children need further support. The childminder and her team are exceptionally skilled at helping children to manage their feelings, such as frustration or coping with change at home.
- Parents report the childminder and her team make them feel included. The childminder organises stay-and-play sessions for parents to attend with their children. This supports parents to understand how their children behave and learn in the setting and to make friends and socialise. Parents praise the daily feedback and advice which they receive to help them support their children's learning at home. They comment on how well their children develop their knowledge of English.
- The childminder and her team place a strong emphasis on promoting children's early literacy and writing skills. For instance, the childminder has implemented a book-sharing scheme for the community outside of her house, which children

access. Young children show skill in turning pages of a book carefully. All children benefit from a story before nap time to help them to relax.

- The childminder and her team invest time and energy into extensive training and professional development opportunities. The childminder is extremely aware of changes to legislation and statutory guidance that impact on her practice. The childminder and her team meet regularly to discuss their learning and to implement this in their practice. For example, following training on non-verbal communication, the childminder has implemented some sign language into children's singing sessions.
- Children demonstrate that they feel safe and secure. They are welcoming and chatty with visitors to the setting. For example, children talk about how they enjoy running in the garden. Parents comment on their children's understanding of the needs of others. For example, they report their children know the meaning of 'compassion' and have participated in charity events from an early age.
- Children have daily opportunities to borrow books and toys from the setting that reflect their interests. For example, when children show an interest in penguins after ice-skating with their parents, the childminder encourages them to take home toy penguins from the setting. This helps to provide continuity between children's homes and the setting.
- Children, including young children, develop strength in their hands as they serve themselves fruit with tongs. They expertly cut their own fruit on individual chopping boards. Children show skill in following instructions given to them in print, such as how to mix and create new colours. They develop strength in their upper arms as they paint on large pieces of paper stuck to the wall. This supports their later writing and reading skills in preparation for school.
- The childminder has effective systems in place to support children with special educational needs and/or disabilities. She seeks the advice of the local authority and other professionals, such as health visitors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her team have an excellent knowledge of safeguarding, which they continually update following the guidance of their local safeguarding partnership. The childminder and her team are registered on the updates service with the Disclosure and Barring Service, which the childminder checks regularly to ensure that adults continue to be suitable to work with children. She completes daily checks to ensure that the house is safe, secure and free from hazards. The childminder practises emergency evacuation procedures with children on a regular basis to ensure that they are kept safe in the event of a fire.

## Setting details

<b>Unique reference number</b>	EY487993
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10265276
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	31 May 2017

## Information about this early years setting

The childminder registered in 2015. She operates in the London Borough of Croydon. The childminder holds a relevant level 3 qualification. She works with a co-childminder and an assistant. The childminder works throughout the year, from 8am to 6pm, Monday to Friday, apart from bank holidays. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Elizabeth Shack

### 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 childminder.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.

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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