

# Childminder report

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Inspection date: 28 February 2023

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| <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 feel welcomed and safe in the childminder's care. They form wonderful attachments with the childminder. For instance, young children who are shy and cautious of strangers to the childminder's home, seek her out for reassurance. Children benefit from the homely environment, which is organised effectively. They are encouraged to explore the resources and make independent choices about their play. In response to the COVID-19 pandemic, the childminder has paid particular attention to supporting children to gain confidence when socialising in larger groups.

Children generally behave well and enjoy taking part in the activities on offer. Young children begin to develop good levels of confidence and independence for their age. They use their imaginations and make links to their experiences from home. For example, children pretend to go shopping. They show control as they navigate the toy trolley around the room, filling it with make-believe food. Children practise their physical skills, such as in the garden and on trips to soft-play areas and parks. They are able to access large pieces of apparatus in a safe environment and gain fresh air and exercise. Children make good progress in relation to their starting points in development.

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

- Children's communication and language are fostered well by the childminder. She is skilled at speaking clearly to the younger children. The childminder breaks down words which helps children to pronounce words correctly. She frequently uses open-ended questions during children's play to further enhance their critical-thinking skills and vocabulary.
- The childminder works hard to develop children's personal, social and emotional skills. She engages with children effectively, providing praise and encouragement to develop their confidence and social abilities. The childminder further builds on this by taking children to various community groups, including drop-in sessions and the library.
- The childminder has high expectations of children. She swiftly diffuses any minor disagreements or unwanted behaviour to help children to learn to manage their own behaviour. Older children are very clear of the expectations. They confidently inform the younger children that they have to share the toys.
- The childminder has not yet developed partnerships with other settings which children also attend. This does not support her to exchange information to reinforce and complement individual children's learning in her home.
- Children's understanding of mathematical concepts is promoted well by the childminder during their play. For example, she encourages and models counting as young children colour in the petals of a flower. The childminder broadens

children's knowledge of colour names as they use a variety of brightly coloured crayons and pencils.

- The childminder offers children good opportunities to develop their fine motor skills. For instance, she provides interesting activities that motivate young children to develop their hand and eye muscles. Young children show a wonderful determination and perseverance as they thread laces through the holes on the wooden play boot. This helps them in their future learning, such as preparing them for fastening their own shoes laces in the future.
- The childminder teaches children effectively about the importance of a healthy lifestyle. Children take part in daily routines, including washing their hands before mealtimes and after using the toilet. The childminder talks to children about the benefits of healthy eating and good hygiene.
- Partnerships with parents are good. Regular two-way communication ensures that children benefit from continuity in their learning and care. Parents comment that the childminder is accommodating with her services and makes all parents and children feel included.
- The childminder completes regular observations and assessments of children's development and learning. She uses the information which she gains to identify and address any gaps in children's learning. This further supports her to create children's next steps in learning to help them to reduce the gaps in learning.
- The childminder completes mandatory training. However, she has not considered attending training to further increase and extend her knowledge and practice to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. She understands the procedures to follow, and the appropriate agencies to contact, should there be a concern about a child's welfare. The childminder regularly completes training to ensure that her knowledge of regulations are kept up to date. The premises are secure, and the childminder carries out daily checks of the home and outdoor environments when on outings. During outings, children wear laminated identification badges to further help them to keep safe.

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

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

- extend further the links with other settings that children also attend, to communicate details about children's care and learning
- use professional development opportunities to develop teaching skills to an even higher level.

## Setting details

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| <b>Unique reference number</b>                     | EY384454  |
| <b>Local authority</b>                             | Sutton  |
| <b>Inspection number</b>                           | 10264774  |
| <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 10   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | 26 June 2017  |

## Information about this early years setting

The childminder registered in 2010. She lives in Sutton, Surrey. The childminder works for 48 weeks of the year from 7.30am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Trisha Edward

### Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childminding and 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 to evaluate the quality of education.
- The inspector took account of parents' written feedback as part of the inspection process.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.

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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