

Childminder report

Inspection date: 11 October 2023

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

The childminder and her assistant have high expectations for all the children. Their warm approach helps children to feel happy and safe. The childminder knows that children enjoy singing songs and listening to stories being read to them. She uses her strong teaching skills to support children's emerging language, such as by introducing new words and repeating familiar phrases. Children of all ages and abilities are physically active and delight in using the available toys and equipment. For example, during outdoor play, children have lots of fun as they ride on the see-saw with their friends.

Children are particularly kind and sensitive towards the younger ones. They are quick to notice when their younger friends become tired and tell adults about this. This shows children's care and consideration for others. During the COVID-19 pandemic, the childminder engaged children and their families in video calls to maintain a close relationship with them. She gave parents sensitive guidance and advice, which supported children's mental health and well-being effectively. The childminder continues to foster this relationship with parents, which brings great benefits to their children.

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

- The childminder is a dedicated professional who takes a proactive role in her community. She works closely with other professionals, including her early years advisor, to help evaluate the quality of the provision. For example, she has recently reviewed how she teaches children about similarities and differences between people. This rigorous evaluation of practice enables the childminder to sustain the high-quality care and teaching that children receive.
- The childminder promotes her own professional development well. She has attended a course that focused on supporting children's positive behaviour. As a result, children play well together in a calm and nurturing environment. The childminder plans to gain further qualifications to enhance her leadership skills so that she can support her assistants even more effectively.
- One of the childminder's assistants is relatively new to her role. Despite this, she feels supported in her work with the children. The assistant finds the childminder approachable. The childminder shares knowledge with her to promote a consistent approach to teaching. This has had a positive impact on children's learning.
- Children make good progress from their starting points. This is because the childminder has a strong understanding of children's learning and care needs. She also values when children speak other languages as a positive skill. This gives children the confidence to use their home language while playing with their peers.

- The childminder observes and assesses children's progress to help her plan a broad and balanced curriculum. Older children benefit greatly from this. However, the childminder needs to ensure that the learning opportunities outdoors are planned and sequenced more effectively, particularly for the younger children.
- Children have plenty of opportunities to develop self-care and independence skills. For instance, during a planned activity, they make their own pizza and choose their toppings, which they eat later for lunch. In addition, children are encouraged to manage their own personal hygiene, such as handwashing, which promotes their good health. Children have positive attitudes and are motivated to learn.
- The childminder plans various outings to teach children about the community around them. For instance, they visit parks and toddler groups, which enable children to socialise with other people. The childminder also takes children to elderly care homes to learn about how other people live. This gives children the confidence to engage with unfamiliar people in a secure environment.
- Parents find that the childminder contributes greatly to their children's learning, such as the development of their speech. They describe the childminder as 'warm, friendly and kind'. Parents also report that they receive good information about their children's activities and progress. The successful partnership between the childminder and parents has a positive impact on children's learning and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder follows good, safer recruitment procedures to check the suitability of the adults she employs. The childminder and her assistant have a strong knowledge of their safeguarding responsibilities in the setting. They know the warning signs that may indicate a child is at risk of harm and how to escalate their concern. This includes identifying signs of radicalisation. The childminder and her assistant are also clear about the steps to follow if an allegation is made against them. Children receive good levels of supervision, which help them to feel safe and secure.

What does the setting need to do to improve?

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

- review the curriculum for the youngest children by exploring ways to engage them in a wider range of activities, particularly outdoors.

Setting details

Unique reference number	EY389210
Local authority	Sutton
Inspection number	10308277
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	8
Date of previous inspection	6 March 2018

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Sutton. She works from 7.30am until 6.30pm, Monday to Friday, all year round. The childminder holds an early years qualification at level 3. She works with assistants.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 setting.
- The childminder showed the inspector around the premises, inside and outside. She explained to the inspector how she implements the early years curriculum.
- A parent spoke with the inspector and shared their views on the quality of the provision. Other parents left written feedback, which was taken into account.
- The inspector spoke with the childminder and her assistant about how they keep children safe. She checked the required documents, such as the childminder's suitability checks and training certificates.
- Children interacted with the inspector and talked about what they enjoy doing while with the childminder.
- The inspector carried out a joint observation of a planned activity with the childminder. They evaluated the impact the activity has on children's learning.

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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