

# Childminder report

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Inspection date: 15 December 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 form strong close bonds with the childminder, who is very kind and caring towards them. The childminder greets children daily at the door, who enthusiastically say 'hello'. Children are eager to come inside and start their day. The childminder gets to know children well and plans activities around their interests and individual needs. This helps children to be engaged with their learning. The childminder has high expectations of children. She encourages children and offers them lots of praise when they achieve things and celebrates these with 'wow' moments. This helps to raise children's self-esteem and confidence. The childminder speaks to children calmly and acts as a good role model. Children behave well and are kind and courteous to each other.

Children enjoy lots of free play with some planned focus activities. They enjoy listening to stories, songs and rhymes, which help to develop their communication skills. Children spend lots of time learning about their wider community and go out to lots of different places, such as museums and farms. They learn to be independent in preparation for school. For example, children carry their plates at snack time and learn to put on and take off their own coats and shoes.

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

- The childminder plans a curriculum that helps to prepare children for the next stage in their learning. She focuses on developing their social, communication and physical skills. The childminder observes what children can do and then decides what to do next. She works with parents and other outside agencies and settings to ensure that children make good progress.
- The childminder helps children to make sense of the world around them. For example, she provides them with natural resources to explore and play. The childminder helps children to learn about animals through books, such as she comments when reading to them a calf is a baby cow.
- Children are polite and follow the childminder's rules and expectations in the setting. They respond positively to the childminder when she gently reminds them to say 'please' and 'thank you', in order to help develop their manners.
- Children learn early mathematical concepts in preparation for school. For example, the childminder teaches children to count reliably by giving them activities with numbers and objects to count with. She supports them well and addresses any misconceptions quickly. For example, the childminder reminds children to always start with one. However, she sometimes provides children with too many resources and forgets to model what she expects them to learn. This means that children do not always get the most out of every learning opportunity.
- Children manage their own personal care needs, which raises their self-esteem

and confidence. For example, they wash their own hands in preparation for snack.

- The childminder builds strong relationships with parents and shares information about their children's progress with them. Parents say the childminder communicates with them well and is very caring and kind. They would happily recommend her to other parents. The childminder is proactive and finds out about children's individual needs from the beginning. This helps children to make progress straight away.
- Children develop their language skills well. They enjoy lots of songs and rhymes, and talk confidently about what they are doing while they play. The childminder gets down to children's level and responds to them. However, at times, the childminder does not use these opportunities to extend children's conversations and vocabularies even further.
- Children develop their fine motor skills. They use puzzles and spoons to scoop small objects into containers. This help to strengthen their muscles in preparation for early writing.
- The childminder keeps up to date with mandatory training. She also undertakes additional training to help to build on her own knowledge and skills. The childminder works with schools and other settings which children attend to ensure there is a consistency of care for children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of keeping her knowledge up to date and attends regular refresher training. She understands the signs and symptoms that might indicate a child is at risk of harm. The childminder knows who to contact for advice or to report concerns. She knows how to keep children safe and teaches them to understand how to keep themselves safe. For example, when out in the local community, the childminder teaches children the importance of holding onto the buggy and has conversations with them about road safety. The childminder ensures that suitability checks are in place for all household members. She makes sure that her home is safe for children to use by keeping any potential hazards out of children's reach.

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

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

- ensure that activities are presented in a way that allow children to get the most out of every learning opportunity
- extend children's vocabularies more, such as by offering more detailed explanations.

## Setting details

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| <b>Unique reference number</b>                     | 139562  |
| <b>Local authority</b>                             | Sutton  |
| <b>Inspection number</b>                           | 10311971  |
| <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> | 2 to 11   |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | 17 April 2018   |

## Information about this early years setting

The childminder registered in 1999. She lives in Carshalton in the London Borough of Sutton. The childminder operates for most of the year, from 8am to 5.30pm, on Monday, Tuesday, Thursday and Friday. The childminder holds a recognised childcare qualification at level 3.

## Information about this inspection

### Inspector

Louisa Parker

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed the suitability of the members of the household.

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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