

# Childminder report

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Inspection date: 18 January 2024

<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

The childminder knows the children well, including their interests and what they need to learn next. She responds very quickly to children's wishes, such as when they want to explore play dough or small-world animals that have been frozen into ice. These activities help children to become deeply engrossed in their play. For example, children immediately set to work as they figure out how to break up the ice using a small wooden hammer. Through hard work and perseverance, they succeed in their task. The childminder gives children plenty of praise for their great efforts and sustained levels of concentration.

The childminder helps children to recall previous learning well. For instance, during a planned activity she engages children in discussion about oral hygiene. Children remember how to use a toothbrush to remove dirt from a set of plastic teeth. They learn about the importance of visiting the dentist with the childminder. These learning experiences raise children's awareness of good health and well-being. The childminder works hard to make children feel safe, happy and relaxed. Children are extremely well behaved.

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

- The childminder is an experienced and committed practitioner. She attends a wide range of courses to continuously improve outcomes for children. Training on school readiness has had a positive impact on children, particularly on their independence skills. For instance, children have learned to take responsibility for their belongings and complete age-appropriate tasks for themselves.
- The childminder reflects on the quality of her provision rigorously. Since the last inspection, she has increased the variety of books that are made available to children. Young and older children enjoy choosing stories in English and in their home language. The childminder instils in children a love of books.
- The childminder shows high levels of confidence in her knowledge of safeguarding matters and the reporting procedures. This is partly because she completes frequent training to ensure that she is always up to date with any changes. The childminder is also vigilant in her supervision of children. This gives children the confidence to play and explore the setting without hesitation.
- The childminder observes and assesses children's learning effectively. She uses this information to plan a broad and rich curriculum for the children. The curriculum for communication and language is particularly strong. For instance, during activities, the childminder models new words as she describes what they are doing. She also uses questioning skilfully to motivate children to share their thoughts and ideas. This helps children to make rapid and sustained progress in their speaking and listening skills. However, at times, the childminder does not build on children's understanding of numbers and counting. This does not fully

support children's early mathematical skills.

- The childminder follows effective care practices. For example, she asks children to wash their hands at appropriate times and to manage their personal needs. In addition, the childminder talks to children about healthy choices around food and sleep time. These practices contribute to children's good health.
- As part of the childminder's curriculum, she organises regular trips to local parks and playgrounds. There are also opportunities for children to learn about various cultural and religious celebrations, such as the Chinese New Year. These experiences broaden children's social skills as well as their understanding of diversity.
- The childminder has consistent expectations for children's learning and behaviour. She spends time talking and playing with the children. Children respond positively to this.
- Partnerships with other professionals, parents and grandparents are strong. The childminder shares relevant information with them to achieve a consistent approach to children's care and education. Parents find that the childminder provides an 'amazing' childcare services to their children. Other professionals describe the childminder as a 'very trustworthy and reliable person'. The childminder's sensitive nature helps children to form a close relationship with her, which supports their emotional well-being effectively.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- check children's understanding of mathematical concepts, particularly numbers and counting, to secure their learning in this area.

## Setting details

<b>Unique reference number</b>	122883
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10316882
<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>	3 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	1 May 2018

## Information about this early years setting

The childminder registered in 1995 and lives in the London Borough of Sutton. She operates her service from 7.30am until 5.30pm from Monday to Friday, term time only. The childminder holds an appropriate childcare qualification at level 3.

## 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 setting and explained the curriculum she provides. She evaluated a planned activity with the inspector and discussed the impact of teaching on children's learning.
- The inspector read written testimonials from parents and other professionals. She also spoke with children's grandparents to seek their views on the quality of the setting.
- The inspector observed children's play indoors and engaged with them at appropriate times. She checked the relevant documentation, including the childminder's training and suitability records.

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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