

# Childminder report

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Inspection date: 22 November 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**

Children are happy and settled. They have close bonds with the childminder and their peers. Children have opportunities to be independent at every stage of their routine. They can find their belongings and dress themselves. The childminder has a well-designed curriculum that follows children's interests. Each child's progress is tracked to monitor their development in all areas of learning. Children's communication skills are developing well. Children can follow instructions and use their speech to share their needs and wants. The childminder prioritises time outside to support children's well-being. This includes visits to the park and nearby woods.

The calm and organised setting supports children to concentrate on their chosen activities. Children like playing games with the childminder. This helps them to practise turn-taking. Children show interest in their peers. They are proud to share their achievements. For example, they show each other their play dough creations. The childminder models positive interactions, and children speak kindly to each other. Children support younger peers and help each other to carry items to school. Children understand the daily routines and behavioural expectations. They know to tidy up before moving on to the next activity. Children get lots of praise for making good choices.

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

- The curriculum is child centred. The childminder uses children's interests to plan activities. This means children enjoy learning and are engaged in their play for extended periods. Children are making good progress and are well prepared for school.
- The childminder talks to children and plays games to support language and literacy skills. She points out letters in the environment and discusses birds on the way to school. This encourages children to communicate using gestures and speech.
- Children enjoy role play and dressing up. The childminder extends thinking by introducing stories and songs. For example, small-world items are used to create a fire station. This supports children to develop their imaginative play skills.
- The childminder focuses on supporting children's learning through outdoor play. This gives them opportunity to take risks and build confidence. Parents comment that their children benefit from the garden space and visits to local woodlands.
- The childminder knows what skills she wants children to gain. She builds on what children know and what they need to learn next. She is able to support this learning through activities and resources. However, on occasion, these learning intentions are not as precise as they could be to ensure that children are challenged to the highest levels.

- Behaviour management is consistent and supports children's emotional well-being. For example, when a child becomes frustrated or upset, the childminder uses distraction and offers comfort. Children respond positively to these strategies and quickly return to learning.
- Parents describe the setting as a home from home and are very positive about the experience at the setting. They comment on the range of fun activities provided, such as baking, cutting with scissors and crafts. Children easily transition from their parents to the childminder at drop off.
- The childminder works in close partnership with parents. She has a detailed understanding of each child's family background and how to support those children. Parents like the suggestions for home learning.
- It is important to the childminder that each child understands what makes them unique. To support children who speak English as an additional language the childminder learns simple phrases in their home languages. Children learn about traditional foods from different nationalities. This helps promote learning about the world around them.
- The childminder has two pets, which help children learn caring skills. There is a risk assessment in place to ensure good hygiene and safety measures in the setting.
- The childminder engages with the local authority. She uses training opportunities to be self-reflective and to improve her practice. She is also a member of an early years charity. This gives access to training courses. These help keep her knowledge and procedures up to date.

## **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:**

- consider how to plan for children to make more targeted progress in their learning.

## Setting details

<b>Unique reference number</b>	139683
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10364226
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	31 January 2019

## Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Sutton. She provides care for children from Monday to Friday, from 7.30am until 6pm, with earlier opening times when required. She operates all year. The childminder has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Harriet Wolfe

### Inspection activities

- The inspector viewed areas of the home used for childminding.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector accompanied the childminder on an outing.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector had discussions with the childminder about her understanding of how to safeguard children.

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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