

Childminder report

Inspection date: 27 November 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are extremely settled with this experienced and caring childminder. The childminder prioritises children's emotional well-being. She attentively responds to children's verbal and non-verbal cues, providing comfort and reassurance as needed. Children's voices are heard and valued, which helps children to feel secure. The childminder's curriculum has a strong focus on helping children to understand how to keep themselves safe, particularly through developing boundaries over their own bodies. She demonstrates a thoughtful and respectful approach towards children. She asks them for consent before helping them with self-care tasks. The childminder helps children to understand the importance of privacy. This helps children to develop autonomy, which promotes their safety.

The childminder provides children with a wide range of experiences. She plans for them to try at least one new thing a day. The childminder also follows children's interests and uses these to build their skills and knowledge. She organises her home and routine so that children have lots of opportunities to choose what they want to play with. For example, children select blocks with their photos on them and enthusiastically place them in and out of small-world vehicles. They explore the resources with excitement and concentrate for long periods of time. This helps children to develop a positive attitude to their learning.

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

- Overall, the childminder supports children's communication and language skills well. As children play, she makes connections to their previous experiences. This helps children to deepen their understanding of words and ideas, which supports their vocabulary development. For example, while children poke spaghetti into play dough, she introduces words such as 'spiky' and links this to hedgehogs they previously read about. However, on occasion, the childminder does not give children enough time to process her questions or comments before continuing the conversation. At these times, children's communication and language skills are not fully supported.
- The childminder helps children to learn about nature through hands-on activities. For example, children collect sycamore seeds during a walk and then dry them out. The childminder encourages children to use these as wings or eyes as they make models with play dough. When children choose to make bees, the childminder explains how bees collect pollen and make honey. She links it to the honey children eat for their breakfast. These activities spark children's curiosity and build their understanding of nature.
- The childminder supports children to develop a love of reading. Children pick their favourite stories for the childminder to read and listen attentively. They repeat phrases from the story with glee. The childminder takes children to the

library every week and encourages them to choose books. She then sends these books home so children can also enjoy them with their parents. This supports children's early literacy skills.

- The childminder promotes children's independence by encouraging them to take responsibility during routines. For example, she supports children to take off their shoes, hang up their coats and register by themselves. She shows them how to peel their own bananas, while offering guidance, and they complete the task with confidence. The childminder also provides children with opportunities to learn about risks. She encourages them to take challenges, such as having a go on larger play equipment. This helps children to develop a 'can-do' attitude.
- The childminder actively promotes children's understanding of equality and diversity by discussing and demonstrating respect for differences. She encourages children to appreciate that everyone is unique. The childminder talks to children about different family set ups. This helps children to learn about people and families that may be different to their own. The childminder also provides inclusive toys and resources, such as a wedge cushion and chew toys, to support children's individual needs. This helps to foster an environment where all children are valued and differences are celebrated.
- The childminder values partnerships with parents and other professionals. She shares regular updates about children's progress. The childminder works closely with other settings to ensure consistent care and support for each child. She runs a toddler group in collaboration with other childminders. This gives children opportunities to socialise in larger groups.

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:

- build on interactions to give children more time to think and respond to conversations, to further support their communication skills.

Setting details

Unique reference number	139775
Local authority	Sutton
Inspection number	10359768
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 December 2018

Information about this early years setting

The childminder registered in 1996 and lives in Worcester Park, in the London Borough of Sutton. She operates all year around, from 7am to 5pm, two days per week.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector held a number of discussions with the childminder and children at appropriate times during the inspection.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the setting with the inspector through written feedback.

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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