

Childminder report

Inspection date: 6 February 2025

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 has a warm, nurturing and caring approach that helps children to feel safe and secure. Children happily play and develop a close bond with the childminder. They thoroughly enjoy spending time in the environment. New children settle very quickly. All children are relaxed and assured, which supports their emotional development. Children behave very well. The childminder encourages children to be polite. She provides gentle reminders and encouragement when children forget. Children are confident and show positive attitudes to their learning. They engage well as they play and invite the childminder to join in. The childminder encourages children to count the blocks as they build and make structures. She asks children a range of questions, encouraging them to think critically about what they are doing and solve problems.

The childminder ensures children gain a variety of outdoor experiences as part of her curriculum, which promote their learning. Children enjoy regular trips to local parks and different places of interest. The childminder talks to children about the changes in weather and different seasons. Children also access different indoor activities where they practise their body control. For example, the childminder takes children to soft play, where they jump, climb and develop their physical skills. The childminder ensures that younger children who are learning to crawl and stand have enough space where they feel comfortable and support them to practise their new skills.

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

- Children develop strong communication skills. The childminder gives younger children lots of eye contact. She responds to their sounds, babbles and facial expressions with words and smiles reassuringly. The childminder encourages children to sing together. She teaches children the art of conversation. For example, listen before responding and encourage children to take turns to speak.
- The childminder supports children's understanding of the world around them. Older children confidently talk about their family and the jobs they do. For example, they use play people to explain their parents' jobs and talk about their roles. Children talk about what they want to be when they grow up, such as doctors to help people.
- The childminder supports children to develop their awareness of time. For example, she talks about what they did 'yesterday', whose birthday it is 'today', and that 'tomorrow' is the day their father will pick them up. The childminder uses other mathematical language, such as 'before', 'after' and 'now.' Older children understand amounts, such as how old they are, showing the current number of fingers that represents their age. They talk about shapes in books

being read to them. Older children count competently to ten pointing to each item as they count. However, the childminder does not consistently help older children to identify and match numbers to amounts to develop their mathematical skills to the next level.

- The childminder knows the children in her care well. She uses observations and assessments to identify what children need to learn next. The childminder has a good understanding of each child's development and focuses on preparing children for future learning, including being ready for school. The childminder shares information with parents and carers about their children's progress, and ideas to support and extend children's learning at home. Parents positively compliment the childminder's support and care for their children.
- Children are very active. Younger children access resources of their choice freely as they practise crawling. They learn to feed themselves with finger food. Older children are potty trained and make their needs known to the childminder. For example, when they need to use the toilet. However, at these times, the childminder does not consistently encourage children to manage their self-care needs further. For example, she does not think about giving children the opportunity to have a go at wiping their own noses to enhance their independence skills further.
- Parents provide healthy and nutritious packed lunches. The childminder ensures that children stay hydrated. She helps children to understand the importance of brushing their teeth and promotes good hygiene practices, such as handwashing after using the toilet. This helps to support children's understanding of healthy habits.
- The childminder is a good role model and has high expectations of children's behaviour. She acknowledges children's achievements and provides plenty of praise and encouragement. This helps to raise children's confidence and self-esteem.
- The childminder keeps her knowledge and skills relevant. This supports her professional development and enhances the quality of education.

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:

- extend children's mathematical skills further, such as in the area of number
- strengthen opportunities to further support older children's independence.

Setting details

Unique reference number	139874
Local authority	Sutton
Inspection number	10368072
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	3
Date of previous inspection	7 March 2019

Information about this early years setting

The childminder registered in 1989. She lives in Sutton, in the London Borough of Sutton. The childminder operates Monday, Thursday and Friday, from 7.30am until 5pm, during term time. She provides government funded childcare.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The childminder showed the inspector around the areas of home where childminding activities take place. She explained how she ensures the safety of children.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder explained to the inspector how she identifies and organises the early years curriculum for children.
- The inspector considered parents' written views.
- The inspector held discussions with the childminder about the activities and children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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