

Childminder report

Inspection date: 12 June 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a calm and relaxed atmosphere. Children are happy, secure and settled. There is a consistent routine, and the children have positive relationships with the childminder and each other. This helps children to develop a sense of belonging. Parents comment on the childminder's nurturing, fun and safe environment. They liken it to a 'home-away-from-home', where their children are embraced as family members. The childminder is kind and caring and is a positive role model for good behaviour. She praises the children for their helpful and kind behaviour. This helps to promote their self-esteem. The children play harmoniously together and learn to express their needs. Close relationships are evident.

The childminder knows and understands the children very well. She is sensitive to all the children's needs and backgrounds. She collaborates closely with parents. This supports all children to make good progress from their starting points. This includes children in receipt of funded early education and children with special educational needs and/or disabilities (SEND). The childminder adapts activities for children based on their individual needs. For example, for some children she adds resources, such as tongs, to counting games. This helps to promote their fine motor skills and coordination. Children learn good social skills. They play well with their friends and attend regular outings to local groups.

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

- The childminder is committed to her professional growth. She diligently researches topics and best practice, particularly when providing advice. She participates in training sessions to enrich the learning experiences of children. For instance, she takes courses to expand her understanding of SEND and to improve her support for infant learning. This helps her to make continuous improvements.
- The partnerships between parents and the childminder are strong. Parents express great appreciation for the childminder, often seeking her advice and guidance and valuing her proactive approach. They note the positive behaviours their children adopt and the friendships they form in her care. Parents also observe smooth transitions to school, attributing this to their children's well-developed self-care abilities, language skills, and independence.
- The childminder enhances the children's existing knowledge and abilities. Through her observations and assessments, she communicates with parents about their children's learning and development. This insight informs the planning of activities and experiences, ensuring that the children acquire the necessary skills for future learning. As a result, children are eager to learn and are well equipped for the transition to school.
- Children delight in engaging in activities that foster their creativity, curiosity, and

understanding of science. For instance, they create a papier-mâché volcano, decorate it, and observe the eruption from a chemical reaction. They take pleasure in moulding playdough into various shapes, which also helps to strengthen their hand muscles. They engage in classifying, sorting, and counting coloured bears, which enhances their mathematical skills.

- The childminder fosters language and communication skills in children effectively. Using puppets, she captivates the children's attention and stimulates conversation. Frequent reading sessions and singing nursery rhymes are part of their routine. She uses storybooks as tools to help children to understand their emotions, such as adjusting to a new sibling. Additionally, she highlights the importance of good manners and healthy eating habits through reading. Regular visits to the library are made to nurture the children's passion for reading.
- The childminder intuitively understands the children's physical needs. This helps children settle down quickly when taking a nap. They are offered healthy snacks and are encouraged to drink water to encourage healthy habits. Children learn to wash their hands appropriately. However, the childminder has not yet considered how to teach children about the importance of good oral hygiene.
- The childminder organises frequent outings to engage with the local community. For instance, they visit a nearby mosque and are encouraged to inquire and learn. A culture of positivity and respect, along with strong relationships, ensures that children feel safe and valued. Through activities like planting seeds and watering them, children discover nature. They explore and find insects during riverside walks. Visiting the vet with the childminder's cat teaches them about animal care. These experiences enrich the children's understanding of the world around them.

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:

- help children to understand about the importance of good oral hygiene.

Setting details

Unique reference number	153845
Local authority	Sutton
Inspection number	10351536
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	0 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2001. She lives in Carshalton, located in the London Borough of Sutton. The childminder operates Monday to Friday, all year round. She operates from 7.30am until 6.30pm. She holds a level 3 childcare qualification. She provides funded early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Denys Rasmussen

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 provider and has taken that into account in the evaluation of the provider.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- Parents' views were taken into account through verbal and written information.

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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