

Childminder report

Inspection date: 18 November 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder provides a friendly, home-from-home environment, where children are happy and confident. The childminder is nurturing; children immediately seek her reassurance if they need support. Children experience good interactions with the childminder. She supports them to recognise colours as they draw on an easel. Children behave well and the childminder models respect and kindness. This helps children develop the skills to build friendships. Children have opportunities to develop their independence, selecting activities of their choice and using cutlery at mealtimes.

Children develop healthy lifestyles and are very active. They access the garden daily and go on local walks, ensuring that they get plenty of fresh air. Children visit local playgroups, supporting them to develop their social skills further. Children who speak English as an additional language are supported well. The childminder speaks in children's home languages and in English, which helps them to make good progress. Children receive consistent praise for their achievements, enhancing their self-esteem and confidence as they learn new skills.

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

- Children enjoy a range of activities across the seven areas of learning. These activities support children's interests and build on what they know and can do. For example, the childminder provides specific activities to support hand muscle development. Children play creatively together, building towers from construction pieces and drawing masterpieces. They develop their language skills as they talk about their creations.
- The childminder has a good understanding of where children are in their learning and knows how to develop their next steps. She builds her curriculum around enhancing confidence, independence and language. This will support children with essential skills needed for later life. Early mathematics is embedded throughout the day. Children pretend to be a rocket and count up to blast off before they are lifted up for attentive, language-rich nappy changes.
- The environment supports good communication. The childminder is constantly in conversation with children. She helps children communicate using their home languages and in English. She repeats words to ensure that they are remembered and consistently asks questions. However, sometimes children are not given enough time to respond between questions.
- Parents' written comments highlight how happy they are with the childminder. They praise her for the progress their children are making, and how much their children love her. Communication is effective, with parents using an app, receiving regular pictures and updates on activities. The childminder has built strong relationships with parents. They are able to openly give feedback and

share information.

- The childminder encourages children to develop an awareness of healthy lifestyles. At mealtimes, children name different vegetables in English and home languages. The childminder encourages children to try foods that their parents have provided for lunch. This helps increase their understanding of expected rules. Mealtimes are a relaxed, social experience. The childminder spends individual time with each child during lunch, offering support and praise, which further enhances their sense of belonging.
- Children enjoy exploring early technology. They confidently talk to a smart speaker and ask it to play their favourite nursery rhymes. They clap and dance as familiar songs are played. This helps children remember and build on rhymes they know. The childminder extends this further by playing nursery rhymes in different languages, ensuring that all children feel valued.
- The childminder is passionate about her role. She has a clear vision for areas of development. She uses available support from the local authority to continuously improve her practice. She attends regular training and is keen to attend more in the future. This will enhance children's learning even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge. She understands the signs and symptoms of different types of abuse and the reporting procedures for any concerns. She attends regular training and keeps up to date both with broad safeguarding issues and with local issues through local authority updates. She ensures that her first-aid certificate is valid and encourages children to tidy up to help minimise health and safety risks. The childminder understands her responsibility to ensure that people working or living in the household remain suitable.

What does the setting need to do to improve?

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

- develop children's speaking and conversation skills further by giving them sufficient time to respond to questions.

Setting details

Unique reference number	2573477
Local authority	Sutton
Inspection number	10250879
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the London borough of Sutton and operates from 7.30am to 6.30pm, all year round. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Tania King

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 their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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