

Childminder report

Inspection date:

7 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop secure bonds with the childminder. They happily enjoy the time they spend in her home. The childminder provides a safe, warm and welcoming environment. She provides good teaching and supports children's learning effectively. The childminder delivers a stimulating curriculum that builds on children's interests, and what they know and can do already. Children enjoy playing in the childminder's garden and show good levels of engagement and enjoyment in their self-chosen play. They access a toy tool workbench and instantly transform into pretending to be repair persons, putting on ear defenders and drilling nails into the work bench.

The childminder promotes children's speech and language well. She asks children open questions and introduces new vocabulary and its meaning. For instance, she teaches children new words, such as 'diagonally' as they cut up their snack. The childminder supports children to become independent in their self-care routines. For example, children retrieve their wellington boots and their waterproof suits for outdoor play. At snack time, they prepare their own bananas as they peel them and use a knife to cut them up. The childminder promotes children's positive behaviour effectively. She praises the good behaviour she sees warmly. For example, the childminder rewards children with a 'well done' when they accomplish tasks, demonstrate kindness and follow instructions.

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

- The childminder monitors children's progress carefully and uses information from her observations and assessments effectively to identify what children need to learn next. Children make good progress in their learning and development.
- Children have weekly opportunities to develop their confidence in larger social situations. The childminder takes them to various places of interest in the local community. For example, children attend toddler groups and visit parks to meet other children. They enjoy playing with others and learn key skills, such as how to share and take turns.
- Children develop an understanding of the world, such as when they take part in forest school type activities. They hunt for sticks and make marks in mud while in the park. The childminder provides children with hands-on experiences to observe the effects of the season and absorb nature. She supports children to learn about the different faiths and cultures. Children join in and enjoy learning about different cultural and religious festivals through books and trying different foods.
- The childminder is skilled in developing children's strong interests in books. She uses multiple methods, one of which is having a 'book of the week'. Children self-select books that meet their interests from a well-resourced book box. They

handle books with respect and care and enjoy listening to stories the childminder reads to them. The childminder encourages children's early writing skills, such as supporting them to access pencils and crayons to create marks.

- Children have opportunities to use their imaginations while they play with the toys on offer. However, the childminder does not provide consistent opportunities to enhance children's creative abilities, such as by providing sensory and natural craft materials.
- The childminder supports children to develop a good understanding of a healthy lifestyle. She provides them with healthy nutritious meals and talks to them about why different foods are good or bad for them. The childminder teaches children good social skills, such as she reminds them to cough into their sleeves or cover their mouths when coughing.
- Parents comment that the childminder provides 'fantastic childcare' daily. They comment they enjoy the photo updates she shares. Parents appreciate the updates at pick up time on the menu and activity board, which helps them to know what their children have been eating and involved in that day. Parents trust the childminder and comment she works closely with them to support their children.
- The childminder obtains feedback from parents and observations of children to identify gaps in her knowledge. She regularly seeks training to ensure that she is continually developing her professional knowledge and meeting the needs of children in her care. The childminder has completed short courses, such as teaching and observations, internet safety, mathematical patterns and forest activities. This has helped to sharpen her teaching skills in relation to mathematics.

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 opportunities for children to use their imaginations and to explore their own ideas, such as through exploring sensory and craft experiences.

Setting details

Unique reference number	EY229530
Local authority	Sutton
Inspection number	10367527
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	6
Number of children on roll	3
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2002. She is located in Worcester Park, located in the London Borough of Sutton. The childminder provides care all year round, from 7.30am until 6pm, Monday to Thursday. She offers government funded childcare.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector completed a learning walk of the spaces used by children and the childminder discussed the different activities she provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and children.
- A joint evaluation of an activity was completed with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including records of her paediatric first-aid training.

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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