

Childminder report

Inspection date: 20 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

The childminder creates a warm and inviting environment that feels like home for children. She knows each child well and builds trusting relationships with them. This helps children to feel safe and secure. Children confidently make choices about their play. They select activities that reflect their interests, and the childminder enthusiastically follows their lead. For example, children ask the childminder to play a particular song and then eagerly dance to it. By following their own interests, children develop a positive attitude to their learning. Children show high levels of concentration and engagement. They become deeply absorbed in their play. The childminder's encouragement and enthusiasm inspire children to stay focused and enjoy learning.

The childminder supports children to develop perseverance and problem-solving skills. For example, as children attempt a puzzle, she encourages them to rotate puzzle pieces and keep trying until they fit. The childminder models strategies, such as matching colours, which children quickly begin to use independently. This builds their confidence and ability to tackle challenges. The childminder has high expectations for children's behaviour. She provides firm boundaries and gives clear explanations as to the impact of their behaviour. As a result, children build positive relationships with each other, sharing resources and giggling as they play together. The childminder models kindness and respect, helping children to develop these important values.

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

- The childminder gathers information from parents about what children can do and are interested in. She then determines what they should learn next and plans activities and routines that they will enjoy. For example, she plans for children to play with different sensory experiences to help them to develop a tolerance for varying textures. However, on occasion, she does not take account of the precise steps that younger children need to know next.
- The childminder promotes children's exploration as they play and make new connections. For example, children enjoy painting with a range of tools, experimenting with what patterns they make. The childminder encourages them to mix colours and observe the changes. Children use their fingers to swirl colours together and comment on the new colours they make. This fosters their creativity and curiosity.
- Children learn to develop healthy habits. The childminder provides daily opportunities for children to be active, such as going on walks or dancing. Children joyfully move their bodies in a variety of ways. Consequently, they strengthen their coordination and stamina. The childminder provides nutritious snacks and promotes good habits, such as eating balanced meals. This supports

children to develop the skills they need for later life.

- The childminder helps children to learn how to take care of their environment. She models how to tidy up and gives children time to practise this themselves. However, sometimes, the childminder completes tasks for children, such as cleaning their hands with a flannel rather than encouraging them to wash them themselves. This means that children do not always get the opportunity to fully develop their independence or self-care skills.
- Children's emotional well-being is prioritised. The childminder's nurturing approach helps children to feel secure and valued. The childminder praises children for their efforts, which helps them to develop resilience. Children form strong bonds with the childminder and build positive relationships with their peers. This creates a happy and supportive environment where children flourish.
- The childminder uses songs and rhymes to enhance children's learning. For example, she sings 'The Wheels on the Bus' as the children complete a puzzle about a bus. The childminder encourages children to suggest what activities the people on the bus might be doing. This supports children's understanding of the world around them and helps to build their vocabulary.
- Partnerships with parents are strong. The childminder communicates effectively with families, sharing updates on their children's progress. She works collaboratively with them to complete statutory assessments. The childminder understands how and where to seek support if children's development is not as expected. Parents appreciate the childminder's commitment and the positive impact she has on their children's development.
- The childminder is committed to professional development. She regularly attends training and networking meetings to enhance her skills and knowledge. This ensures that her practice remains current and effective.

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:

- focus the curriculum to take account what younger children need to learn next more precisely
- enhance opportunities for children to take greater responsibility for their personal care needs and do more things for themselves.

Setting details

Unique reference number	EY270279
Local authority	Sutton
Inspection number	10364033
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Sutton, Surrey. She works all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays. The childminder has a level 3 qualification in childcare.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The childminder spoke with the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector read parents' feedback forms to gain their views on the childminder's service.
- The inspector held discussions with the childminder about her professional development.

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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