

Childminder report

Inspection date: 25 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 provides a nurturing environment where children show a sense of belonging. Children are encouraged to follow their interests, which fosters a sense of curiosity and exploration. The childminder is dedicated to ensuring that each child feels happy and safe. She provides them with a warm welcome and lots of attentive support, which allows them to thrive, both socially and emotionally. Children behave well and respond positively when the childminder prompts them to help with daily routines. They know what is expected of them and show a sense of pride and satisfaction in being helpful.

Children form strong bonds with each other and the childminder. They show a kind and caring attitude and are happy to share toys when playing. The childminder knows the importance of developing children's confidence and emotional well-being, in order to prepare them for the next stage in their learning, and offers them lots of praise and encouragement.

Children enjoy regular outings to places in the local community, and the childminder uses these experiences to help them develop their social skills and language, which raises their self-esteem. They learn to develop their physical skills by using lots of different tools and visiting soft-play centres and local parks.

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

- Children are well supported to develop early independence skills. They make their own choices about what they want to play with. They learn to use the toilet, wash their hands and put on their coats before going out. This builds their confidence and raises their self-esteem.
- The childminder gets to know the children well and understands their abilities. She has a good understanding of child development and plans around the children's interests and choices. However, she does not always plan for individual next steps, which means learning does not always build on what children already know and can do.
- The childminder fosters strong partnerships with parents. She engages in daily conversations and provides numerous updates and photos, which parents greatly appreciate. They value the variety of activities offered and the opportunities for their children to explore different places in the local community. Parents say they have seen improvements in their children's social and language skills, as well as an increase in their confidence since attending the setting. They would gladly recommend the childminder to other parents.
- The childminder supports children's communication and language skills effectively. As they play, she models complete sentences to encourage their conversation. For example, when children build a car, she prompts, 'You built a

lovely train yesterday, didn't you?' The child enthusiastically replies, 'Yes, I built a lovely train yesterday.' Additionally, she enriches their vocabulary by introducing new words during their play. While the children explore toy food in the role-play kitchen, she points out, 'What's this? It's a panini.' This helps them learn to identify new concepts in a fun and engaging way.

- The childminder has the knowledge and skills necessary to ensure children's safety. She conducts regular checks of her home to maintain a safe environment. She teaches children routines to help them understand how to keep themselves safe. For example, they know to sit on their bottoms when coming down the stairs after using the toilet, and they are aware of how far they can walk in front of her when outside and to wait patiently at a tree for her. She has kept all required training up to date. However, she has not consistently kept her learning and development knowledge up to date.
- The childminder helps children understand early mathematical concepts by incorporating them into play. For example, as children use her stairs to go to the bathroom, she encourages them to count the steps.
- The childminder supports children effectively to learn about the world they live in. Children learn to be polite, empathetic and kind to others through the childminder's positive role modelling. The childminder helps children to learn about cultures through celebrations, such as Easter and Chinese New Year, ensuring that children have varied positive experiences.

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:

- attend training to further improve understanding of learning and development so that children make even more progress
- ensure that activities and support build on what children already know and can do, and provide the necessary challenge they need to progress even further.

Setting details

Unique reference number	EY318411
Local authority	Sutton
Inspection number	10376187
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	5
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Sutton. She operates Monday to Friday, from 8am to 5.30pm, all year round. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Louisa Parker

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to, and considered feedback from, parents.

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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