

Childminder report

Inspection date: 11 April 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 offers a warm, welcoming home-from-home environment, where children have a sense of belonging. Children's routine is embedded as they place their belongings away and happily run in. Children leave their parents with ease and settle quickly. The childminder is nurturing, calm and seeks fun by actively engaging the children in play throughout the day.

Children have a strong bond with the childminder, who offers cuddles and affection when needed. Therefore, children feel safe and secure. Children ask for help when needed from the childminder, who offers a sense of security. The environment is easily accessible, and the children enjoy helping themselves to a wide range of resources, allowing them to self-select activities and be independent learners.

The childminder constructs an ambitious curriculum. Children engage in a variety of well-planned learning opportunities. The childminder understands the children's interests and learning needs. This helps children to develop well. For instance, the childminder sets up a spring-themed activity with eggs, tweezers, chicks, scoops, dried pasta and more. Children engage highly by exploring a range of learning, such as developing their fine motor skills. The activity is then enhanced through quality interactions with the childminder, such as effective questions and relating their play to mathematical concepts, such as size.

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

- The childminder has a clear understanding of delivering a stimulating curriculum for children. She uses her observations and assessments to identify what children need to learn next. The childminder is passionate about ensuring that children are 'school ready'. For example, she helps all children to be independent and learn new skills, such as personal care routines, encouraging children to wipe their own noses. The childminder adapts her activities through skilful conversations with children, enabling them to continue to learn a range of skills while playing. These include being able to identify letters and numbers in their environment, such as numbers on the bus.
- Children are encouraged to explore the world around them. The childminder does this through various trips every day, for example visits to local playgroups, farms, playgrounds and soft-play centres. This ensures that children are using a variety of new skills. They build a sense of community through the experiences. For instance, children learn about 'people who help us'. The childminder plans trips to the local fire station to allow children to develop their knowledge further.
- The childminder promotes positive behaviour through communicating with children the importance of using 'kind hands'. She uses some effective strategies and models the behaviours she expects to see. However, she does not always

give children the opportunity to think for themselves and deal with challenging situations to build their problem-solving skills.

- Parents speak highly of the childminder. She builds strong partnerships with them. The childminder highlights the importance of developing partnerships and works closely with families. The childminder creates children's portfolios with observations and assessments, as well as detailed daily feedback with parents. They seem happy with the care and services they receive and often recommend her to others.
- The childminder is eager to develop her own knowledge and skills. She ensures that she attends a variety of training courses through various platforms, such as the local authority. For example, the childminder attended a course to understand more about how she can support children with special educational needs and/or disabilities. The childminder is ambitious about further developing her setting and finding fun but safe ways for children to learn through play.
- The childminder offers children healthy snacks and gives guidance to parents and carers regarding healthy meals the children bring into the setting. She ensures good hygiene through washing hands before eating and supports children's knowledge of oral health through activities. This supports children's understanding of good health and hygiene routines.

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:

- build further strategies to support children's behaviour to help them learn about their emotions and begin to regulate their behaviour themselves.

Setting details

Unique reference number	EY319222
Local authority	Sutton
Inspection number	10380297
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	2 to 10
Total number of places	4
Number of children on roll	7
Date of previous inspection	4 June 2019

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Sutton. The childminder works from Monday to Friday, all year round. She provides government funded places for childcare.

Information about this inspection

Inspector

Tania Poulton

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 spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The inspector spoke to the children to find out about their time at the setting.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- 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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