

Childminder report

Inspection date: 9 July 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 are happy and they settle quickly into a routine, making choices in their play. The childminder is kind, nurturing and supportive. This helps children to build their self-confidence, feeling ready to begin their learning and share their ideas freely. Young children have a positive attitude to their learning, behave well, overall, and they feel secure to try new things. They confidently approach new adults to ask questions and to introduce themselves and their peers.

The childminder plans the activities carefully to support each child individually. She monitors children's progress and liaises with other professionals to provide the best care she can. The childminder has strong partnerships with parents and informs them about children's interests and abilities. Furthermore, the childminder shares her observations and suggestions with the families to contribute to children's home learning.

The childminder provides a wide range of experiences based on children's current interests. For example, children have opportunities to develop their interest and curiosity in animals further with regular trips to the farm and local parks. The childminder uses children's previous experiences to improve their understanding in different subjects and build on what they know. This enables children to develop well in all areas of learning.

Literacy is a huge part of the curriculum and children develop a love of reading through regular reading sessions with the childminder. Children are happy to explore the books independently and they enjoy sharing what they remember from the stories.

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

- The childminder promotes curiosity and exploration among children. For example, she encourages children to describe how the rain feels while it is drizzling in the garden. On another occasion, children look at seashells and the childminder fosters a conversation by saying, 'Look at its shape. I wonder what was in it once.'
- Children's communication and language skills are developing well, overall. They are able to express their thoughts competently and the childminder role models the use of rich vocabulary during regular back-and-forth conversations that are meaningful. However, on some occasions, the childminder does not allow enough time for children to respond to questions and when children do not know the answer, the childminder moves to another question rather than presenting to them the correct vocabulary.
- Children begin to practise how to keep themselves safe and healthy.

Opportunities for physical exercise and fresh air are integrated in children's daily routine. They learn about nutrition and the benefits of a balanced diet. Moreover, the childminder teaches children how to risk assess their surroundings while they are outdoors.

- The childminder has high and clear expectations for children's behaviour. She role models warm and responsive behaviour with children. Thus, children have positive relationship with one another in general. However, the childminder does not always help children to learn ways to regulate their feelings and understand the impact of their actions on others. This prevents children from developing positive behaviour and attitudes consistently.
- The childminder teaches mathematical concepts to children and offers activities that enable problem-solving, counting, sorting and recognising shapes. For instance, children learn to identify various shapes and numbers as they play in the garden.
- Children gain independence and practise this from a young age. They wash their hands, dress themselves and use cutlery with minimal help from the childminder. The childminder encourages children to help each other and tidy up after themselves as part of their daily routine. Children are able to make independent choices and communicate their wishes to others.
- Children build their physical skills and develop well. For example, children have freedom to develop their gross motor skills, such as climbing and using tricycles in the garden. They show increasing skills in their fine motor and hand-eye coordination during well-sequenced activities, both indoors and outdoors.
- The childminder has strong awareness of the children's progress and she adopts a reflective approach in her work. She attends courses and webinars regularly to update her knowledge and improve her skills in childcare practice.

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:

- foster more opportunities for children to develop positive behaviour and understand others' well-being
- support children's communication and language further by role modelling vocabulary consistently and giving them enough time to express their ideas.

Setting details

Unique reference number	EY394371
Local authority	Sutton
Inspection number	10351809
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 October 2018

Information about this early years setting

The childminder registered in 2009. She lives in Wallington, in the London Borough of Sutton. She works Monday to Friday from 7.30am until 6pm, all year round, apart from bank and family holidays. The childminder has an appropriate childcare qualification.

Information about this inspection

Inspector
Ozum Alvim

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The verbal and written evaluation of parents were considered by the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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