

Childminder report

Inspection date: 26 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They form secure attachments with the childminder, who is caring and approachable. This helps children to feel safe and secure. Children's current interest in role play is supported well, which builds on their creativity and imagination. They enjoy exploring dressing-up clothes and have lots of fun dancing and singing together. Children delight in drawing pictures and taking part in physical activities, such as stretching and balancing. Children learn about the effects of exercise on their body, which promotes a healthy lifestyle.

Children are polite and well mannered. They develop skills which enable them to make strong friendships with their peers. Children are extremely motivated to learn because there are very high expectations for their learning. They have developed a superb understanding of how to respect and tolerate each other's differences. Children's curiosity is encouraged continuously. This enables them to contribute their thoughts and ideas freely. The vast array of outdoor learning experiences supports children's knowledge and understanding about the world and communities beyond their own. For example, they visit an elderly people's home and learn about how they live. Children learn about various cultural and religious events, which promotes their excellent understanding of diversity.

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

- The childminder evaluates the quality of the provision well. Since the last inspection, she has reviewed the curriculum for outdoor play to maximise children's enjoyment in the natural world. The childminder acknowledges that she needs to further strengthen her knowledge of how to support children's early writing skills in preparation for school.
- The childminder makes precise observations and assessments of what children know and can do. This gives her a comprehensive knowledge and she uses the information to secure timely support for individual children, such as those with speech and language delay. As a result, children make rapid and sustained progress from their starting points.
- The childminder uses her strong skills to adapt her teaching to meet children's different ages and abilities. She responds quickly to children's interest in storybooks, which builds on their good levels of communication and language skills. During activities, the childminder incorporates numbers and shapes, which promotes children's early mathematical skills effectively.
- The childminder is a very positive role model for the children. She sets clear boundaries for behaviour and supports children well in resolving conflicts during play. As a result, children behave positively.
- Children are highly independent learners. They fetch items they need for their play and do things for themselves. Children also enjoy carrying out age-

appropriate tasks, such as at snack and mealtimes.

- The childminder is fully aware of, and sensitive to, children's individual characters and nurtures these extremely well. As a result, children have high levels of self-esteem and confidence. In addition, the childminder plans a wide range of first-hand experiences to give children a broad and balanced curriculum. Children gain a superb understanding of, and respect for, people, families and communities beyond their own.
- The childminder promotes her professional development and engages with a network of local childminders to keep her knowledge of early years up to date. For example, following training, she has learned additional strategies to help children to express their needs more effectively. This has had a positive impact on children, particularly on their behaviour and social skills.
- Partnerships with parents are excellent. Parents write very positive feedback about the service they and their children receive. They are particularly complimentary about the way the childminder communicates with them. Parents find that the childminder creates a 'safe, fun and enjoyable' learning environment. They receive regular feedback about their children's progress, which helps to promote continuity of care and learning in the setting and at home. Children benefit greatly from the partnership that the childminder builds with their parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe. She knows the signs that might indicate that a child is at risk of abuse, including if they are being exposed to extremist views and behaviour. The childminder is confident about what to do should there be any concerns about a child's welfare. Supervision of children is effective. The childminder is very good at teaching children how to take appropriate risks and challenges as they play, inside and outside. She also teaches children how to cross the road safely while on a walk.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- continue to build on good knowledge of how to support children's early writing skills in preparation for school.

Setting details

Unique reference number	EY418004
Local authority	Sutton
Inspection number	10235471
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	3 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 March 2017

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Sutton. She cares for children term time only, from 7.30am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 her evaluation of the setting.
- The childminder showed the inspector around the areas of the home used for childminding and explained how she implements the early years curriculum.
- Parents shared their views on the quality of the provision using written feedback, which was taken into account.
- The inspector sampled the required documents, such as the childminder's suitability checks and training certificates.
- The inspector spoke with the childminder at relevant points during the inspection and engaged with the children.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning. She observed and evaluated a planned activity with the childminder.

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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