

Childminder report

Inspection date: 12 July 2023

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 settled in the childminders welcoming home. They demonstrate the close bond they have with the childminder by approaching her for cuddles and sharing their toys. Children are motivated to learn; confidently exploring the inviting environment. They play cooperatively with small-world toys and share transport toys with each other. The childminder supports children to develop their understanding of mathematics as they confidently count how many cars they have. Children behave extremely well, taking turns and waiting patiently. The childminder extends this further by encouraging children to use good manners.

Children confidently show their creativity during a play dough session. Developing their physical skills cutting, rolling and manipulating. They confidently build towers and construction pieces and encourage others to join their play. Children who speak English as an additional language are supported well overall. Speaking good levels of English while in the setting. The childminder incorporates keywords from children's home languages into play, this further supports children's sense of belonging. The childminder knows children well and plans activities around each individual child and their targets. This means they make good progress in their development.

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

- Overall, the curriculum is implemented well. The childminder ensures she plans activities that help children develop skills across all areas of learning. She is able to identify gaps in knowledge through careful observation and tracking. For example, planning activities that incorporate sharing and turn taking to support several children. Children showcase positive attitudes to learning, this is also modelled well by the childminder.
- Children develop their independence skills well. Confidently selecting activities of their choice. They know the routine, and are supported to tidy up activities ready for snack time. Children have plenty of opportunities to develop physical skills both inside and outside. With direct access to the outdoor space where they play football, climbing at local parks or dancing to music indoors.
- The childminder has built strong bonds with children. She works closely with parents during the settling-in process to gather important information. She then uses this to effectively plan activities and to support children if they need comfort. The childminder is a good role model, she is warm and attentive to children and speaks to them in a calm positive manner. This further supports children to develop a sense of security.
- The childminder demonstrates knowledge of teaching children about the wider world, culture and diversity. She supports children to extend some of their vocabulary around names and sounds in the environment. Children learn about

festivals and cultures through celebration days. However, activities to give children the breadth of knowledge around understanding of the world could be strengthened further.

- Parent partnerships are a strength. The childminder communicates effectively with parents through daily feedback. She uses a messaging app to share photos, alongside an overview of the week. The childminder promotes activities to extend learning at home. Encouraging parents to borrow resources from her home to embed knowledge even more securely.
- The childminder has a positive attitude to developing her own knowledge and skills. She confidently explains how this will support the curriculum. She is able to be reflective of practice and has clear areas of development, such as extending the outdoor provision. She has retained good links with the local authority and other childminders. This supports her to develop knowledge and share best practice to enhance her teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge of safeguarding procedures and how to keep children safe. She has a good understanding of reporting procedures for concerns about a child or adult. She understands the importance of ensuring that people living within the household remain suitable. The childminder attends regular safeguarding training and displays good knowledge of broader aspects of safeguarding such as domestic violence and female genital mutilation. She keeps her paediatric first-aid up to date, and completes regular risk assessment checks on the environment.

What does the setting need to do to improve?

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

- extend activities so that children further develop their vocabulary and knowledge of understanding of the world.

Setting details

Unique reference number	EY448562
Local authority	Sutton
Inspection number	10285429
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 October 2017

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Sutton. She operates Monday to Friday throughout the year.

Information about this inspection

Inspector
Tania King

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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