

Childminder report

Inspection date: 31 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

The childminder provides a warm and welcoming, home-from-home environment and supports children to settle effectively. Children demonstrate they feel safe and secure as they confidently explore the environment. The childminder is highly attentive to children's needs and encourages children to communicate these to her. For example, young children confidently communicate when they want a snack or a drink and the childminder quickly responds. She is incredibly nurturing and caring and children enjoy lots of cuddles and comfort when needed.

The childminder knows the children really well and plans activities around what the children can do and what she wants them to learn next. For instance, young children who do not normally like to get messy, delight in planting seeds in the garden. They confidently fill up pots with soil and seeds and thoroughly enjoy watering them.

The childminder effectively supports children's confidence and self-esteem through regular praise and encouragement. As a result, children are independent and curious to try new things. For instance, young children delight in exploring a range of containers. They develop their physical skills as they learn to open and close them and gasp when one pops open. They have a positive attitude towards learning and enjoy their time at the childminders.

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

- The childminder works closely with her co-childminder and together, they regularly reflect on their practice. They look at what is working well and what could be improved to benefit the children and their families. The childminder also collects feedbacks from parents and other professionals, for example, through regular questionnaires and discussions to support her plans.
- The childminder attends regular training and refresher courses to ensure she keeps up to date with any changes in legislation. She also uses training to influence any changes to her practice. For example, after recent training around outdoor play, she has begun enhancing her outdoor area.
- The childminder has very good relationships with parents. She shares regular information about children's learning through an online app and parents also receive daily photos. Parents are very happy with the care their children receive and value the advice and support the childminder gives them. The childminder shares ideas to support children's learning at home and encourages parents to do them same.
- Overall, the childminder has a good understanding of how children learn. She plans activities based on children's interests to support their continued development. The childminder regularly monitors children's progress and quickly

addresses any gaps in children's learning to ensure all children make good progress. However, the childminder could further develop and embed her curriculum to improve the outcomes for children even further.

- The childminder effectively supports children's early language skills. With young children, she talks slowly and clearly describing what children can see and are doing and encourages children to repeat key words.
- The childminder takes children on regular outings to develop children's social skills and awareness of the world around them. For instance, they attend local playgroups, visit farms, parks and shops in the local community.
- The childminder prepares children well for the next stage in their learning. She has good relationships with the local schools and children enjoy visiting them before they start. The childminder ensures children are confident and are able to build positive relationships with their peers before starting school to support the smooth transition.
- The childminder understands the importance of promoting healthy lifestyles. She provides information to parents about a happy balanced diet and ensures children take part in physical activities outdoors on a regular basis.
- Children's behaviour is good. The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions. Children learn to be kind, caring and to take turns.
- Partnerships with other professionals are good. The childminder meets regularly with other childminders in the area to share ideas. Children also get to socialise with other children their own age to support their confidence and to form close friendships.

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:

- continue to develop understanding of new curriculum further and embed it into practice to enhance outcomes for children further.

Setting details

Unique reference number	EY448580
Local authority	Sutton
Inspection number	10357379
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	12
Number of children on roll	3
Date of previous inspection	30 May 2022

Information about this early years setting

The childminder registered in 2012 and lives in Sutton, in Surrey. The childminder works with her husband, who is also a registered childminder. She offers care from 7am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.
- The inspector took account of written views 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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