

Childminder report

Inspection date: 16 June 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 develops close and trusting relationships with children. Children, including those who have recently joined, are happy and feel safe in the setting. They are familiar with the daily routines, which are well established. This gives children a sense of emotional security. The childminder has high expectations for children's behaviour and models good manners. As a result, children learn kindness and how to care for their friends. For instance, older children help younger children to hold their water bottles. They look out for each other and share toys.

The childminder creates an ambitious and stimulating curriculum. She emphasises the development of children's self-care and independence skills. For example, the childminder encourages children to take responsibility for manageable tasks, such as putting on their shoes for outdoor play. This helps children to gain important skills in preparation for school. As part of the curriculum, the childminder creates opportunities for children to learn how to care for living things. For example, she plants fruits and vegetables with children. Additionally, children visit the allotment with the childminder, where they gain various gardening skills. This includes children gaining gross and fine motor skills. The childminder is good at motivating children to play and learn.

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

- The childminder is an experienced professional who has a deep understanding of child development. This knowledge allows her to recognise children who may be at risk of falling behind in their learning. As a result, the childminder can engage in conversations with parents and carers about their children's progress, helping to close any gaps in children's learning as quickly as possible.
- Parents express high praise for the service they receive. They describe the childminder as an incredibly kind, considerate and genuinely caring practitioner. Additionally, parents appreciate the childminder's settling-in procedures, which are designed to meet each child's individual needs. They observe that their children make good progress, particularly in their social development. This strong partnership with parents fosters a consistent and supportive environment for all children in the setting.
- The childminder observes and assesses children's learning to shape her curriculum. Overall, she has high expectations for what children can achieve. However, the childminder does not consistently consider children's ages and stages of development when planning activities. This limits the childminder's ability to fully extend children's learning.
- The childminder continues to be proactive in promoting her professional development. Following training, she has enhanced her knowledge of incorporating numbers during outings. This has helped to build on children's

counting skills and number recognition. Children develop their early mathematical skills effectively.

- Children play well together. They invite their friends to 'come with them' and hold their hands to explore the garden. Children display positive attitudes towards their learning and other people.
- The childminder helps children to develop their understanding of the different celebrations and festivals of other cultures and religions. Children have recently enjoyed activities based on Father's Day. They also participate in activities to explore Eid and Easter. These learning experiences enrich children's understanding of the world around them.
- Children have many opportunities to use their imaginations while exploring water and sand. They find joy in sensory experiences, such as playing with play dough. In addition, the childminder encourages children to experiment with pens and crayons to create marks. This supports children's early literacy skills well.
- The childminder practises good hygiene regularly, incorporating these habits into her daily routines. She teaches children how to handle situations such as coughing and cleaning their noses. Children learn how to minimise the spread of germs and prevent infectious illnesses from a young age. They develop healthy lifestyle habits effectively.
- The childminder evaluates her setting regularly to ensure positive outcomes for children. For instance, since the last inspection, she has enhanced the outdoor space to allow children to play in all weather conditions. This improvement further ignites children's interest in exploring the natural world. Children explore the outdoor environments confidently.

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:

- adapt the learning intention for activities so they align more closely with children's ages and stages of development, such as during planned activities.

Setting details

Unique reference number	139644
Local authority	Sutton
Inspection number	10392342
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	16 August 2019

Information about this early years setting

The childminder registered in 1992 and lives in the London Borough of Sutton. She works all year round, from 8am until 6pm, Monday to Friday. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder and the inspector went on a learning walk and discussed the early years curriculum.
- The inspector observed the quality of education and assessed the impact on children's learning.
- Parents left written testimonials, which were taken into account.
- The inspector looked at relevant documentation and reviewed evidence of first-aid training.
- The inspector engaged with children at appropriate times during the inspection.

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

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