

Childminder report

Inspection date: 25 February 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 creates a warm and stimulating atmosphere. Children demonstrate they are content and settled. The childminder knows the children well and is attentive and responsive to their needs. Children have a close bond with the childminder, which helps them to feel safe and secure. Through this nurturing environment, children learn to play together happily, show confidence and participate in activities with enthusiasm. The childminder offers guidance during minor disputes and encourages positive behaviour. For instance, she promotes turn-taking when two children wish to use the same pot during water play.

The childminder serves as an excellent role model, consistently displaying kindness and respect. She helps children effectively manage their emotions and skilfully guides them. Children are motivated and are praised for their efforts. This helps to boost their self-esteem. The childminder's curriculum supports all children to learn the skills they will need for their future learning. She ensures she differentiates all activities she offers to meet the unique needs of each child. Children love to sing with the childminder and have favourite songs. She supports their turn-taking, social and language skills when they wait to take their turn to pick an animal from the song bag, when singing about the farm.

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

- The childminder carefully observes the children's progress and evaluates their learning and developmental stages. She uses this information to plan experiences that build on their knowledge and skills, promoting future learning. The childminder collaborates closely with parents to ensure all children receive the support they need to make the best possible progress.
- The dedicated and experienced childminder ensures her mandatory training, such as safeguarding and first aid, remains up to date. She actively seeks out information to expand her knowledge and share best practice. For example, she has introduced a minibeast home in her garden after attending forest school training. However, she recognises that her professional growth can be further enhanced by pursuing specific training to improve her teaching skills for all children.
- The childminder organises purposeful outings to enhance children's understanding of the community and those who help us. For example, they recently visited a mosque and had the opportunity to explore a police car during a visit with local police officers. These real life experiences make children's learning more dynamic and engaging.
- Children listen attentively and follow the childminder's instructions effectively. For example, they collect their aprons for water play and ensure the pen lids are replaced. The childminder consistently engages with the children by asking

questions and allowing them ample time to respond. She assists them in recalling their learning experiences. For example, they remember the Dragon song and gleefully participate in singing and the actions.

- The childminder supports early literacy development by reading stories in a captivating manner that fully engages the children. She and the children use props to enrich the storytelling experience and enjoy narrating their favourite stories. The children sit close to the childminder and select books they want to read together. During activities, the childminder introduces new vocabulary, such as 'ice' and 'melt', while the children experiment with ice during water play.
- The childminder promotes children's good health by establishing effective routines. For instance, children learn to wash their hands before meals and understand the importance of brushing their teeth daily to maintain oral hygiene. She teaches the children to minimise the spread of infections. For instance, by helping them to keep their nose clean and cover their mouths when coughing. They enjoy lots of physical play, both indoors and on outings to promote their large- and small-muscle skills.
- The parents are very happy with the childminder. They note the close relationships their children have with her and how they thrive under her care. They report the high levels of care that she provides that go 'above and beyond'. Parents say they work together with the childminder to support their children's good progress. They note the childminder particularly helps the children develop their social and communication skills to make friends.

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:

- identify and access relevant opportunities for continuous professional development to further enhance the quality of teaching and education for all children.

Setting details

Unique reference number	153854
Local authority	Sutton
Inspection number	10368357
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2001. She lives in the London Borough of Sutton. She cares for children from Tuesday to Friday throughout the year. She holds a relevant childcare qualification at level 3. She receives funding for the provision of free early education.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she supports their progress.
- The inspector observed the interactions between the childminder and children, the activities and daily routines during the inspection. The inspector evaluated the impact of these on children's learning.
- Parents shared their view of the setting with the inspector through written feedback.
- 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
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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