

Childminder report

Inspection date: 8 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a relaxed and welcoming home environment. Children have warm and secure attachments with the childminder and her family. They enjoy spending time together and show that they are happy, safe, and settled. The childminder has a good knowledge of how children learn and develop. In partnership with her assistant, she implements a broad curriculum, which reflects all areas of learning, children's individual interests and learning needs. The learning environment is effectively organised, inside and out. This supports children to make their own choices about their play and what they choose to do. Older children quickly become captivated in imaginary play with small-world figures.

The childminder and her assistant have high expectations of all children in their care. They are caring and positive role models who use a sensitive, consistent calm approach to managing children's behaviour. Younger children are gently reminded to share and have kind hands. When they return the toys they have taken, they show compassion by cuddling their friend to say 'sorry'. The childminder and her assistant promote children's understanding of colour, counting and mathematical language well. They use every opportunity as children play to introduce and strengthen their mathematical skills.

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

- The childminder and her assistant complete regular observations of children to assess and plan for their individual progress. They keep parents well informed about their children's development and individual next steps in learning. Partnerships with parents are good, they describe the setting as 'a home-from-home environment'. Children make good progress in their development and learning.
- Children have fun developing their physical skills as they take part in exercise sessions with the childminder. They show nimbleness and agility as they do star jumps, stretch their hands up to the sky and down to the toes. Weather permitting, children access the childminder's garden and go on trips in their local community.
- The childminder and her assistant support children's communication and language skills through numerous methods. For example, while talking to children, they ask open questions to encourage their language and thinking. The childminder and her assistant introduce new words, such as 'moat, drawbridge' and 'turrets', as children learn about castles. This helps to widen children's vocabulary. However, children who speak English as an additional language have fewer opportunities and experiences to hear and speak their home languages.
- The childminder provides ample opportunities for children to develop their

literacy skills. For example, she encourages them to use pencils and paper to make marks and links letters to sounds. These activities help to support children's school readiness. However, children have limited opportunities to develop their understanding of diversity, and to promote their sense of self and the wider world.

- Younger children have immense fun while taking part in creative activities. They enjoy singing familiar songs and rhymes while accessing a range of musical instruments. Children explore the different sounds they make and learn the faster they shake the instrument the louder it gets. Older children's imaginations are fostered well. The childminder creates a cosy castle den in the garden area, where children crawl into to access cars and knights on horseback. They act out scenarios by retelling stories they have heard or from their imagination using the small figures.
- The childminder regularly reflects on and evaluates her practice with her assistant. She considers the views of parents and children, for instance through discussion. This supports her to provide good levels of care and learning, which meet the individual needs of the children who attend. Although the childminder identifies areas for improvement, she has not implemented plans for the continuous professional development of herself and her assistant.
- The childminder and her assistant implement good personal hygiene routines, such as handwashing before meals. She encourages and supports children to explore different fruits and new tastes. Children are consistently provided with a healthy diet and fresh drinking water. This helps to support children's awareness of being healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection issues. They regularly complete training to ensure that they have an effective understanding of their roles and responsibilities. The childminder and her assistant carry out regular risk assessments of the home and outings to ensure the safety of children. They are proactive in teaching children how to keep themselves safe. For example, young children are taught how to climb up and down stairs safely. Older children learn the importance of not looking up at the sun without sunglasses in warmer weather.

What does the setting need to do to improve?

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

- develop the use of all children's home languages to assist them to learn to value and enjoy languages other than their own
- plan a wider range of opportunities for children to support their understanding of

the wider world

- target professional development opportunities to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	2497642
Local authority	Sutton
Inspection number	10191834
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Cheam, located in the London Borough of Sutton. She operates for 46 weeks of the year, on Monday to Friday from 7.30am to 6.30pm. The childminder works with an assistant.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder completed a joint observation of an activity with the inspector.
- The inspector took in to account the verbal feedback from parents spoken to on the telephone.
- Discussions were under taken with the children and the assistant at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, including the childminder's register, insurance and evidence of the suitability of the adults living on the premises.

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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