

Childminder report

Inspection date: 14 June 2022

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

Children are happy and safe in the childminder's calm home-from-home environment. They have access to an interesting curriculum that motivates them to learn and have fun. Children enjoy being outdoors and exploring the sensory activities available. For example, they problem-solve how to get to the herbs hidden in the ice cubes. Children confidently use pump bottles filled with water, and their hands to access the contents of the ice cubes. Young children snuggle in for cuddles during story times and settle in well when they start. The childminder plans around children's interests and learning preferences. They have access to a good balance of child-initiated play and adult-led activities that help build on their existing knowledge.

Children delight in taking part in role play activities. They manoeuvre dolls in buggies around the garden as they take them on imaginary outings. Children create 'scrumptious' meals in the mud kitchen and diligently tidy away when they are finished cooking, declaring, 'It's tidy now'. The childminder has high expectations for children. They behave well and enjoy the company of their friends. They are reminded to be respectful by considering each other's needs by sharing. Children are supported to be thoughtful and to have manners when speaking to each other.

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

- Children learn about the importance of health and hygiene as they take part in effective routines. The childminder reminds the children to wash their hands, so they do not get germs in their tummy, prior to lunch preparation. Children regularly access the childminder's garden, and visit local parks and soft-play areas to increase their physical skills and fitness.
- The childminder provides a good range of opportunities that support children to develop control of their hands and fingers in readiness for using writing tools. For example, they skilfully use scissors to cut various materials. Children access pencils and chalks to write and make marks during their play. This helps them to acquire the necessary skills for their future learning and eventual move to nursery or school.
- Partnerships with parents are established effectively by the childminder from the settling-in period. This helps her to gain vital information about children's starting points. The childminder keeps parents updated of their child's day and progress through daily discussions, photos and messages on social media websites. Parents are extremely positive about the quality of care and learning that is provided.
- The childminder makes good use of her assessments to identify any possible gaps in children's learning. This supports her to plan meaningful activities that

challenge and motivate children to make good progress.

- Children have regular opportunities to learn about the natural world and how things work. For instance, they access a broad range of battery-operated toys, such as calculators and talking books. However, children have fewer opportunities to develop a deeper understanding about other communities and cultures that are different from their own.
- The childminder supports children effectively to develop good communication and language skills. For example, she asks open questions to engage children in back-and-forth conversations. The childminder reads a variety of stories to children and sings songs and nursery rhymes. This helps to extend their vocabulary and encourages children to be confident communicators.
- The childminder has established effective partnerships with other settings where care is shared. She regularly exchanges information about children's learning and development to ensure consistency in children's learning.
- Children persevere well with activities and receive lots of praise and encouragement from the childminder. They use their creativity and finger strength as they construct tall plastic flowers. Children use lots of mathematical language, such as 'tiny', 'big' and 'huge', to compare the size of their flowers.
- The childminder regularly accesses training to extend and refresh her knowledge and skills. For instance, she has secured a deeper knowledge of how to assist children with special educational needs and/or disabilities. This has supported her to make positive changes to their learning environment and to help children to transition into the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She keeps her knowledge up to date through regular training. The childminder is aware of the signs that may indicate that a child is at risk of harm. She is confident with the procedures to follow if there are any concerns about a child's welfare. The childminder helps children to develop an understanding of how to keep themselves safe. For instance, she teaches young children how to climb safely up and down the step to access the garden. She also reminds the older children of the dangers of putting plastic knives in their mouths while preparing lunch.

What does the setting need to do to improve?

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

- enhance opportunities to further maximise children's curiosity and knowledge of families and communities that are different from their own.

Setting details

Unique reference number	2533322
Local authority	Sutton
Inspection number	10215148
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Worchester Park, located in the London Borough of Sutton. The childminder works Monday to Friday throughout the year, between 7.30am and 6.30pm.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the childminder 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 childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.
- The inspector took account of parents' written feedback as part of the inspection process.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022