

Childminder report

Inspection date: 24 May 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

Young children thrive in this stimulating and welcoming environment the childminder consistently provides. Children are happy and behave well. This shows they feel safe, and they are emotionally secure. Children have many opportunities to help to promote their curiosity and exploration. For example, children excitedly find snails in the childminder's garden. The childminder successfully follows their lead and extends learning as children eagerly count the snails they find.

Children begin to develop an understanding of the world around them, people and the community. The childminder plans many trips, such as stay-and-play sessions, soft play, and trips to the local parks and shops. This also helps to promote children's sense of community well.

Children with special educational needs and/or disabilities (SEND) are supported very well and they make good progress from when they first start. The childminder acts swiftly to ensure early intervention is in place to help to ensure that children who have gaps in their learning do not fall behind. Partnership with parents is strong. The childminder works closely with them to help to toilet train very young children, and she shares important information on the progress their children make over time. This successful partnership helps to promote consistency in children's care, learning and development.

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

- The childminder uses self-evaluation to reflect on ways to continually improve her service and to meet the needs of working parents and children. For example, during COVID-19, she sent activities home so that children could continue learning. Parents who continued to work during the national pandemic welcomed the ongoing care of children.
- The childminder successfully provides children with a curriculum which follows their interests and builds on what they already know and can do. For example, she purchases resources children show a keen interest in to help them to share and take turns.
- The childminder manages young children's behaviour well, overall. For instance, she encourages them to share and take turns and promote good manners. Although, sometimes, the childminder does not always use other ways to distract children and give explanation for what is expected of them to help them understand that their actions have consequences.
- The childminder provides many opportunities to help to support children's attention and listening skills, and a love for learning. This is demonstrated when children concentrate as they eagerly mix coloured rice and jelly together. They listen intently to the childminder and repeat words to help extend their

vocabulary, such as 'jubilee', 'solder' and 'queen'. However, on occasion, the childminder does not always give children time to respond to the questions she asks.

- Children demonstrate very positive attitudes towards their learning. For instance, they show good coordination as they enthusiastically climb a garden slide, and they are fascinated by water tumbling down a large water station. Children keenly splash and scoop up water and show excitement as they notice the marks they make with magic markers. Children show good physical skills as they squeeze tweezers and use a twisty dropper to carefully pick up rice. This helps to further strengthen small muscles in readiness for early writing skills.
- The childminder ensures all children are very well prepared for the next stages in their learning and when they move on to nursery and school. For example, the childminder supports young children's confidence, independence, and self-help skills. This is demonstrated when children confidently choose from a variety of stimulating activities and books and begin to use the toilet independently.
- Overall, the childminder prioritises children's communication and language development well. Young children confidently string two words together and copy words such as 'avocado' and 'pepper'. The childminder plans times during the day when they all enjoy stories together. Children thoroughly enjoy listening to stories the childminder reads to them and excitedly stomp their feet and roar to help promote a love of books and early reading.
- Parents comment highly on the childminder's excellent daily communication and 'the beautiful, safe and clean environment'. They say children have progressed well and they would highly recommend her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses a range of safeguarding and child protection training to keep her knowledge up to date. The childminder understands her role to tackle extreme views and beliefs and signs to look out for if a child is at risk of female genital mutilation. She has sound knowledge of the correct procedure to take to raise her concern about a child's safety and welfare. The childminder recognises the importance of completing daily safety checks of her home and garden to help keep children safe.

What does the setting need to do to improve?

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

- explain behaviour expectations as children learn to recognise, understand and manage their own feelings and behaviours
- give children more time to think and respond to questions, in order to support their communication and language development further.

Setting details

Unique reference number	2542449
Local authority	Sutton
Inspection number	10215392
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. The childminder lives in the London borough of Sutton. She offers her service from 7am until 6pm, Monday to Thursday, for most of the year.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the childminders.
- The inspector observed the interactions between the childminder and children.
- A range of documents was made available for inspection. For example, public liability insurance and paediatric first-aid certificates.

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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Textphone: 0161 618 8524
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