

Childminder report

Inspection date: 21 April 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 well cared for in this loving, homely environment and have a close bond with the childminder and her family. They look forward to attending the setting after their day at pre-school and socialising with their friends. There is a good range of activities available for the children to access, both indoors and in the spacious outdoor environment. Children excitedly climb on the climbing frame, take turns to jump on the trampoline and play together in the den. They eagerly join in activities with the childminder, such as making food for the birds.

Children are confident and enjoy a wide choice of activities that help to enhance what they know. They skilfully colour in a picture of teeth on the wall and rub it out again with a toothbrush. Children learn to understand and develop healthy habits. They behave well and display good manners. Children respond to the childminder, who is calm and has clear boundaries. They recognise the high expectations for behaviour the childminder has and copy her positive conduct. Children show respect for each other. They happily chat as they eat, listen, and talk about the shape and colour of the pasta.

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

- The childminder promotes healthy choices. Children are provided with healthy meals and have lots of opportunities to be physically active. For example, they enjoy climbing and balancing on the outdoor equipment. Children learn about making healthy choices around food, rest and exercise. They are independent in managing their personal needs and understand the importance of good hygiene practice.
- The childminder supports children's communication and language very well. She continually talks to children and models language to extend their vocabulary. They talk about making hanging bird food and the texture of the different seeds. For instance, they describe them as 'rough' and 'grainy'.
- Partnerships with parents and the pre-school children attend are good. The childminder regularly chats during drop-off and collection times to build up a better understanding of each child's needs.
- The childminder takes time to get to know the children when they first start. She regularly reviews the progress they make. She uses this knowledge to help to identify any gaps in children's development and their next steps for learning. Although the childminder has developed the curriculum and understands what she wants children to learn, she does not use the activities she provides to focus children's learning precisely.
- Children develop early mathematical skills. They learn about the value of number. For example, while children play board games with the childminder, they talk about the numbers that are 'higher' or 'lower' than what they have on

their card. Children enjoy counting, measuring and making patterns when they play.

- Children listen well and show respect towards each other and the adults around them. They learn that they are unique and have a sense of identity. They develop an understanding of cultures beyond their immediate experiences. They learn about cultural festivals, local events and people's lifestyles, which complements what they learn at pre-school.
- The childminder is reflective. She uses information from training and feedback from children and parents to develop and improve her practice and resources. As a result, children are happy, their needs are met and they make good progress. Parents give very positive feedback about the childminder. They report that she is patient, calm, caring and communicates with them very well. Parents describe the childminder as 'a fantastic role model and support'.
- Children are curious. They observe the movement of the windmill in the garden and ask the childminder what makes it work. This helps children to understand the elements of the weather.
- The childminder is very attentive, nurturing and caring. This supports children to grow in confidence, be interested and eager to learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of the signs and symptoms of abuse and/or neglect, including those relating to wider safeguarding issues. She understands how to refer concerns to the appropriate agencies. The childminder constantly supervises the children. She makes appropriate risk assessments to keep children safe. The childminder reminds children of the rules and boundaries to help them learn how to keep safe, such as when they play on the outdoor equipment. The childminder understands the importance of keeping children safe when using electronic devices.

What does the setting need to do to improve?

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

- focus the curriculum more precisely to enhance individual children's learning.

Setting details

Unique reference number	2546452
Local authority	Sutton
Inspection number	10215575
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wallington, in the London Borough of Sutton. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector
Marvet Gayle

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting, the curriculum and experiences for children.
- The childminder shared a sample of documents with the inspector. This included evidence of qualifications and training and the suitability of those living on the premises.
- The inspector observed children and the childminder taking part in activities and assessed the impact on children's learning. The inspector and the childminder reflected on a learning experience for children.
- Children spoke to the inspector about what they enjoy doing at the childminder's house.
- The inspector took account of the views of parents spoken to 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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