

Childminder report

Inspection date: 28 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 thoroughly enjoy themselves in this warm and safe environment. The childminder has strong relationships with the children and knows them well. She plans the sessions around children's interests so that they are motivated to explore inside and in the garden.

Children are independent. They show pleasure in doing things for themselves. For example, children confidently move around the setting choosing activities that they want to explore. Children's behaviour is good. The childminder has high expectations for all children, and she explains these clearly. For example, during lunchtime, children understand how to wait for their turn when food is being handed out. Furthermore, children show kindness in handing out yoghurts to their friends, without being prompted, during this time.

The childminder builds children's confidence and self-esteem. She enthusiastically praises and encourages them, recognising their achievements. For example, children succeed in chopping up bananas and strawberries for their snack. The childminder congratulates them for doing it on their own.

Children have countless opportunities to learn about the world around them. They attend weekly story time and nursery rhyme sessions at the local library. They form friendships with other children who do not attend the setting. Children begin to learn skills such as listening and participating in larger groups of children.

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

- Children have plenty of opportunities to be active and explore the outside environment. They use the outdoor area to practise their physical skills, such as running and climbing. For example, children show strong concentration as they climb up the slide. They smile and laugh with joy as they slide down. Children go to local playgrounds where they further extend these skills. The childminder provides children with countless opportunities to learn how to take risks with their play and offers support when they need it.
- The childminder has a clear understanding of children's learning needs. She plans activities to build on what they already know and can do. However, on occasion, the childminder does not have a clear enough intent about what she wants the children to learn during certain activities, particularly during group activities.
- Children learn about healthy lifestyles. They wash their hands regularly and understand the routine for doing this before they eat. Children have regular access to water throughout the day and are reminded to stay hydrated. When children cut the healthy fruit at snack time, the childminder encourages them to

remember how to move the knife to cut.

- Partnerships with parents are strong. Parents speak highly of the childminder. They talk about how the childminder has supported their children's learning in the past. They are familiar with what their children are learning now. The childminder works closely with parents in supporting any gaps in their children's learning.
- The childminder supports children's mathematical development. She uses many opportunities to incorporate mathematics into the children's play. For example, during outside play in the sandpit, she encourages children to count how many toy insects they can find. Older children confidently count up to 20. The childminder shows genuine pride and enthusiasm when observing children count and recognise numbers. Children share this excitement with her.
- The childminder shows much dedication and wants the best outcomes for children. She ensures that mandatory training is completed in a timely manner. However, the childminder has not fully focused on accessing opportunities for professional development to extend her knowledge and skills further.
- The childminder supports children's communication and language skills well. For example, she uses songs and books to introduce children to new words and phrases. The childminder encourages younger children to name objects, and she repeats words to them. She works closely with children's parents so that any gaps in their learning are quickly addressed. Children's vocabulary is growing quickly.
- The childminder has a calm and nurturing approach towards the children. She supports children's emotional well-being superbly. For example, when children occasionally struggle with the transition with different activities, she explains what will be happening next and motivates children. This leads to the warm and nurturing environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of child protection issues. She is clear about the indicators that may alert her to any child protection concerns. The childminder is confident in her knowledge of the procedures to follow should she have any concerns about children in her care. The childminder is clear about the importance of monitoring children's attendance and keeping children within sight and sound when they are outside. The childminder carries out daily risk assessments to minimise any potential hazards.

What does the setting need to do to improve?

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

- explore further professional development opportunities that will help to raise the

quality of teaching to an even higher level

- develop a sharper focus on learning intentions when planning activities for children.

Setting details

Unique reference number	2566594
Local authority	Sutton
Inspection number	10232947
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She provides care from the home of her mother, who is also a registered childminder, in Sutton, Surrey. The childminder operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Laura Rathbone

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 talked to the inspector about how she organises her provision and her curriculum intent. The inspector assessed the impact these have on children's well-being and development.
- The inspector viewed some documentation, including training certificates, the attendance register and public liability insurance.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector observed an activity and evaluated this with the childminder.

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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