

Childminder report

Inspection date:

17 November 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 develop strong bonds with the childminder. They feel happy, safe and secure in her care. This has a positive impact on their growing confidence and well-being. Children settle quickly. They freely explore their environment and make choices from a range of resources attractively presented to them.

Children enjoy having their favourite stories read to them by the childminder. They listen attentively and name the characters in the book when the childminder points to them, for example 'Peppa Pig', 'George' and his toy 'Mr Dinosaur'. Children strengthen their fine motor skills. For instance, they show good perseverance turning the pages and demonstrate a can-do attitude. Children confidently ask questions, such as, 'What's that noise?' They discuss the outdoor environmental noises with the childminder and offer their ideas about what transport it could be.

The childminder has high expectations for children's social and emotional development. Children benefit from her constant reassurance in new situations and when they are not so sure about things. They begin to learn how to manage their feelings and self-regulate their behaviour. Children learn to respect the needs of others. For example, they tidy away the crayons, ready for those who use the writing materials after them.

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

- Parents are happy with the quality of care and education their children receive. They use an electronic recording system to share information about their child's starting points. Parents know their children's next steps, which supports children's learning at home.
- The childminder has a good understanding of the prime areas of learning and how children learn and develop. However, she does not carefully plan activities that support the intent right from the start. This means that children could make even better progress in their learning.
- Children develop their physical and sensory skills. For example, they actively scoop rice into different-sized measuring cups and pour it into trays. Children practise their hand-to-eye coordination. They enjoy the sensation of filtering the rice through their fingers and hear the rice fall. Children show deep concentration and are engrossed in their learning. The childminder encourages children to repeat new words, such as 'soft' to describe how the rice feels. This builds on their speech and language development effectively.
- Children develop good mathematical understanding. They demonstrate they have already learned some mathematical concepts appropriate for their age. For instance, children point correctly to which measuring cup is 'smaller'. This shows the impact of the childminder's good teaching. The childminder makes the most

of opportunities as they arise to teach children about number. For example, she models writing numbers one to five when drawing around children's fingers.

- The childminder provides opportunities for children to develop their pen control ready for school. For example, they eagerly make marks with coloured crayons on paper. The childminder helps children make links between colours and objects to extend their learning further. For instance, she draws and names a 'yellow' sun. The childminder values children's achievements and growing abilities. This supports their self-esteem.
- The childminder works effectively with parents to ensure children's meals are healthy and nutritious. She teaches children about good oral health. However, children do not have many opportunities to manage their personal needs and develop self-help skills. This means children's independence is not fully supported.
- The childminder teaches children the importance of a healthy lifestyle. For example, they play energetic games at the local park with balls and frisbees. This helps them develop their coordination, agility and core strength. Children widen their social and cultural awareness when they meet different people in the local community. For instance, they visit the weekly toddler group, which has a positive impact on children's growing confidence.
- The childminder is interested in her own professional development. She has a recognised qualification in childcare. The childminder links with professionals at other early years provision that children attend. This helps to provide continuity in children's care and education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for safeguarding children. She knows the signs and symptoms that might indicate a child is at risk of harm. The childminder is clear about her reporting procedures and who to contact for advice. She recognises how to identify those children that may develop extreme views and behaviours. Risk assessment is effective. The childminder teaches older children to take appropriate risks and challenges when they play in the park. For example, children climb up only so far into a tree. They learn how to keep themselves safe while learning about nature and the world around them.

What does the setting need to do to improve?

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

- strengthen planning to support children's individual needs more precisely from their starting points
- develop opportunities to involve children further in the participation of daily routines and aspects of their self-care to encourage independence.

Setting details

Unique reference number	2578503
Local authority	Sutton
Inspection number	10250946
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	2 to 5
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the London Borough of Sutton. She offers her childminding service from 7.30am until 6pm, Monday to Thursday, all year round. The childminder holds an approved childcare qualification.

Information about this inspection

Inspector

Jane Winnan

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 provider.
- The childminder showed the inspector around her home to understand how the early years provision and the curriculum are organised.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector reviewed a sample of documents, including the safeguarding children policy and complaints policy.
- Parents' views were taken account of by the inspector.

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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