

Childminder report

Inspection date: 9 March 2023

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, secure and settled. They clearly feel at home in the childminder's care. Children form positive relationships with the childminder, who is attentive to their emotional needs. She readily offers cuddles and reassures the children if they become upset. This supports the children's emotional well-being.

The childminder actively engages with the children as they play. Children have thoughtful conversations with the childminder. She has high expectations and asks the children questions to extend their understanding. For example, when discussing a recent planting activity, children recall what a seed needs to grow, saying 'soil, sun and water'. This supports their knowledge and understanding of the natural world.

The childminder plans opportunities for children to explore the local environment and develop their social skills outside of her home setting. They visit local play groups and the library. The childminder uses these opportunities to engage the children's learning and extend their knowledge. For example, they sit together and look at books that they have borrowed from the library.

Overall, children are well behaved. They have a positive attitude to learning and show enthusiasm for the activities the childminder provides. They enjoy listening to stories which the childminder reads with expression. This helps children to establish a positive attitude towards learning new words and encourages a love of reading.

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

- The childminder praises and encourages children as they play alongside each other. Children are confident to ask the childminder for support to help resolve conflicts. However, in the childminder's eagerness to support the children with positive behaviour strategies, opportunities for children to develop their understanding of how to manage conflict are not always fully extended. This is because the childminder does not always give the children the time to pause, think and develop their problem-solving skills.
- The childminder uses her knowledge and understanding of how children learn and develop to ensure they make progress in aspects of their learning. She plans a range of learning experiences for the children. For example, older children learn about healthy foods while exploring the 'small world' shop. Younger children develop new vocabulary as the childminder names different fruits for them.
- The childminder sits next to the children and engages with them as they play. She narrates and models language as they interact. Younger children who are less confident to join in are reassured gently by the childminder. She builds their

confidence by inviting them to sit next to her, and she slowly encourages them to take part. This builds children's confidence and encourages them to take part.

- The childminder encourages children to develop independence. For instance, children are encouraged to pull up their clothing after nappy changing and put on their own shoes. This prepares children for the future management of their self-care needs. Children sit together at mealtimes and help to prepare foods. For example, they use utensils to cut bananas and cucumbers. The childminder praises their attempts and shows excitement as they learn these skills. This builds children's sense of self-pride and achievement.
- Parents speak positively about the childminder. They comment on the progress they have seen in their children's development, particularly how children have become more independent in dressing themselves. Parents receive daily feedback and information on their children's care and feel included in their learning.
- The childminder supports children to develop their awareness of healthy practices and lifestyles. Children confidently wash their hands before meals and manage their personal needs while knowing the childminder is close by to offer support if needed. However, this good practice is not extended to when children handle pets.
- The childminder has completed a range of training courses and completed a recent childcare qualification so that her knowledge and skills remain up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training to help develop her knowledge of safeguarding issues. The childminder is aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect. She is confident of the procedures to follow should there be an allegation against her or any changes to members of the household. The childminder has attended paediatric first-aid training. This helps her to respond to accidents or injuries appropriately.

What does the setting need to do to improve?

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

- strengthen the curriculum for personal development by consistently modelling and teaching children about good hygiene practices
- extend opportunities for children to develop their understanding of how to resolve minor disagreements with others.

Setting details

Unique reference number	2592845
Local authority	Sutton
Inspection number	10263048
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 3
Total number of places	6
Number of children on roll	4
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 operates her service all year round, from 7.30am to 5.30pm on Monday to Thursday. The childminder holds a level 3 qualification in childcare.

Information about this inspection

Inspector

Megan McClellan

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation with the childminder in the morning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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