

Childminder report

Inspection date: 10 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has taken steps to improve since the last inspection. She has a good understanding of how children learn and plans interesting opportunities that meet the learning and development needs of all children. For example, children enjoy making their own pizzas and learn the names of the different vegetable toppings, which extends their vocabulary. Children develop the skills and knowledge they need for the next stage in their learning.

Children build strong relationships with the childminder. They enjoy playful interactions and get lots of encouragement and praise which supports their self-esteem. Children feel safe and secure in the childminder's care. They look to her for reassurance and cuddle up to her when they feel shy around visitors. Children are excited to see their friends. They cooperate with each other in their play and give each other hugs. Children learn to control their own behaviour. They practise taking turns to use the trampoline in the garden. The childminder talks to children about their emotions, so they learn to understand their feelings, such as when they feel frustrated. Children have opportunities to develop their social skills. They attend local playgroups and visit local community spaces, such as the library. Children are happy and have fun in the childminder's care.

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

- The childminder promotes an interest in books and stories. Children are highly interested in looking at the pictures and learn to turn the pages with care. Children develop their vocabulary as they talk about the pictures and what is happening in the story. Children join in with repeated phrases and make animal noises. They are confident communicators and develop good language skills.
- The childminder interacts well with children. She models how to use resources and makes suggestions on what children should do, such as sprinkling cheese on their pizza. Although children learn to follow instructions well, they do not always have opportunities to initiate and try out their own ideas. However, this does not impact on their enjoyment of the activities the childminder provides.
- Children behave well. The childminder adapts her plans to help children maintain their good behaviour. For example, she introduces new resources when she notices children are ready to move on to something different. The childminder promotes British values such as saying 'please' and 'thank you' and reminding children not to interrupt others when talking. Children learn to regulate their behaviour well.
- Children develop positive attitudes to learning. They are highly interested in the activities the childminder provides. For example, they become deeply engaged in imaginative play with dinosaurs and small people figures which develops their concentration.

- The childminder has a good knowledge of children's individual needs. She teaches children to meet their own needs, such as using the toilet and washing their hands. She gathers key words in children's home languages which helps children express themselves. This supports children's personal, social and emotional development well.
- Children are physically active and learn to move in different ways. They learn to balance, jump and climb in the garden. Children develop their small muscle movements as they learn to control a pen to make marks and use a roller to roll out dough. Children gain confidence in their physical skills.
- The childminder works in partnership with parents. She makes suggestions for how to support children's development and learning at home. Parents are happy with the care their children receive and say they are amazed by what their children learn. They say their children talk about what they have learned at home, such as knowing to put litter in the bin when out on a walk.
- The childminder keeps her knowledge up to date by accessing webinars and online training. She engages with the local authority and attends network meetings with other childminders. This helps the childminder evaluate her practice and identify new ways to support children's learning to a good level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop opportunities for children to initiate and explore their own ideas.

Setting details

Unique reference number	2594762
Local authority	Sutton
Inspection number	10356968
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	3 May 2024

Information about this early years setting

The childminder registered in 2022. She lives in the London Borough of Sutton. She provides childcare on weekdays for most of the year.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with 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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