

Childminder report

Inspection date: 4 June 2024

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

The childminder provides a calm and serene learning environment where children engage well in the activities. They are happy and settled. The childminder supports children well during settling-in periods, which helps them make secure attachments with others. She teaches children good manners and reminds them to be kind and careful with others. The childminder offers a warm and nurturing environment where children feel safe and secure to share their ideas, needs and wants.

The childminder offers a curriculum that is ambitious, overall, and is based on children's next steps and interests. She makes activities fun and challenging and supports children in making good progress at their own pace. She takes children out to local playgrounds and playgroups. This expands children's experiences and provides different opportunities for children to socialise with others and learn about the world around them.

The childminder supports children to be independent in their needs and skills, such as putting shoes on or watering the plants in the garden. As such, they learn how to do things for themselves and feel proud of their achievements. The childminder uses calm and positive behaviour management strategies to support children's understanding of boundaries and expectations. This helps them understand the rules of the childminder's setting and supports their learning. As such, children behave well.

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

- The childminder is generally clear about the curriculum and how she delivers it. She knows children well and follows their interests to make sure they are engaged in their own learning. For example, some children enjoy playing with water, so the childminder plans activities that involve water to captivate their attention and expand their learning. She understands how to sequence learning. For example, she offers opportunities for children to use tweezers to strengthen their hand muscles, which will support their future writing skills.
- The childminder ensures that all children are progressing in their learning by using ongoing observations and formal assessments. She uses these to identify gaps in their learning and plans activities that support them in making good progress. However, on occasion, the intent for some planned activities is not clearly defined for all children. For example, when using spades to transfer water, the childminder is not sufficiently clear about the learning intention for all children, therefore, some learning is incidental. It is clear that children enjoy these activities by looking at their engagement and enthusiasm, but they are not consistently helped to make the very best possible progress.
- The childminder uses various strategies to support children's communication and

language skills. She uses repetition and commenting during her interactions with children and waits patiently, so they have time to respond to her questions or repeat what she said. Children sing and dance to songs with enthusiasm, and the childminder encourages them to explore books and teaches them how to care for them.

- Children talk about themselves and their families. They say that some mummies and daddies go to work and that their food was made at home. The childminder teaches about some cultural festivities, such as Christmas and Eid. However, children do not consistently learn about what makes them unique or see themselves reflected in the environment.
- The childminder understands the importance of providing children with a healthy balanced diet. She offers a range of snacks and warm meals and teaches children about the importance of drinking water.
- The childminder knows how to keep children safe and healthy while in her care. She has good hygiene procedures, and effective infection control measures are in place. The childminder has good risk assessment procedures and keeps herself up to date with relevant training, such as safeguarding and the new childcare funding.
- Parents speak highly of the childminder. They are happy with the learning and care that is provided and feel supported when they have concerns. The childminder works effectively with families to make sure children's needs are met and adapts her own setting and routines to meet these.

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:

- enhance the curriculum intent when planning activities to make sure it is clear and well defined to expand all children's learning even further
- expand opportunities for children to learn more about what makes them unique and see themselves and their cultures reflected and celebrated in the setting.

Setting details

Unique reference number	2672181
Local authority	Sutton
Inspection number	10353025
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	
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2022 and lives in the London Borough of Sutton. She operates all year round, from 8.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification. She provides funded early education for two-year-old children.

Information about this inspection

Inspector
Sonia Ferreira

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 she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to, communicated 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the childminder's 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024