

Childminder report

Inspection date:

27 September 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 warm and homely environment. She supports children to be happy and settled in her welcoming home. Children make affectionate bonds with the childminder and the staff, who are caring and responsive to children's individual needs. The childminder implements an interesting curriculum based on children's interests. This helps her to provide children with an exciting range of learning experiences that she knows they will enjoy. For instance, children participate enthusiastically in a 'what is in the box' activity and sing along with joy. Children develop a love and enjoyment of books and reading. The childminder organises books throughout the home and plans trips to the local library. Younger children readily select books to look at independently and enjoy a story before nap time.

The childminder and her staff set high expectations for children's behaviour. They strategically place themselves at activities to be vigilant and defuse situations by reminding children to take turns. Children have weekly opportunities to go out on trips within their local community. For example, children attend playgroups and the garden centre. They extend their emotional and social skills as they develop wider friendships and learn to share and manage their feelings and behaviour.

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

- Children's mathematical skills develop well. The childminder creates good activities and opportunities to help children to learn about mathematical concepts. Children sing number songs and access peg puzzles that help them to learn to solve problems by using critical thinking skills. The childminder encourages children to confidently use the language of size during everyday play. For example, she teaches children to use words such as 'big' and 'little' as she blows bubbles of different sizes.
- The childminder and the staff support children who speak English as an additional language well. They work closely with parents, when children first start, to gain vital information about children's starting points in development. With their parents' guidance, the childminder finds out and learns key words in the children's home languages. As a result, children make good progress in their learning and development.
- Children enjoy being creative and using their imaginations. For example, they spend a good amount of time role playing as they access dolls and a baby bath. Children show empathy and consideration as they act out familiar scenarios they encounter in their daily lives. Children are also captivated with the cars and dinosaurs, which they manoeuvre around the floor as they take them on adventures.
- The childminder carefully monitors children's development and has a good

understanding of what each child can achieve. She monitors children's progress and, overall, plans together with the staff for what children need to learn next. The childminder understands children's individual interests and provides resources which reflect these.

- Partnerships with other professionals in settings where children's care is shared are not fully developed. The childminder does not yet share information about children's learning and next steps in development effectively to ensure consistency in children's individual learning needs.
- Children develop a good awareness of how to keep themselves healthy and safe. They follow good hygiene routines, such as washing their hands before snacks and lunch. The childminder encourages children to keep themselves safe as she reminds them to sit down while eating.
- Parents speak positively about the quality of care provided by the childminder and her staff. They comment they are 'incredibly grateful' to have found the childminder. Parents say that the childminder provides a safe nurturing environment and their children blossom in her care.
- The childminder demonstrates a professional approach to childminding. Since registration, she has completed a range of additional training to ensure that she has a good knowledge and understanding of how to promote children's learning and well-being.
- The childminder provides good opportunities for the staff to complete mandatory training, such as first aid and safeguarding. However, she has not yet established a targeted programme for the staff's professional development to further their knowledge and teaching skills to a higher 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:

- strengthen partnerships with other early years settings further to ensure consistency in children's education and learning
- identify and provide ongoing training to build on the staff's existing understanding of learning to raise the quality of education even further.

Setting details

Unique reference number	2681786
Local authority	Sutton
Inspection number	10260208
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	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Carshalton, located in the London Borough of Sutton. The childminder offers care during term time, from 8am to 6pm, Monday to Friday. She works with one member of staff. The childminder provides government funded childcare.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector carried out a learning walk of the spaces used by the children and discussed the different activities the childminder provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder, the staff and children.
- The inspector observed the interactions between the childminder, the staff and children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder and her staff.
- The inspector took account of the written feedback from parents.
- 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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