

Childminder report

Inspection date: 11 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled and happy. They show close bonds with the childminder and their peers. Children have opportunities to be independent throughout their day. They can find their belongings, and older children are able to dress themselves. The childminder has a well-designed curriculum that supports children to get ready for school. She follows children's interests and adapts teaching to meet each child's individual needs. Children are developing their language skills. They chat to peers and adults. The childminder prioritises time outside to support children's physical skills. This includes time in the garden and visits to the park.

The organised and calm setting supports children to engage well with group activities. Children show excitement about their learning and are encouraged to problem-solve. Children are confident to self-select from the resources, which they help the childminder to set up. Older children like playing games, and this helps them to practise turn taking. The childminder models good manners, and children speak kindly to each other. Children understand the daily routines and behavioural expectations. They follow simple rules, and any upsets are quickly resolved. Children help to tidy up before moving on to the next activity. They get lots of praise for making good choices.

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

- The curriculum is focused around children's interests. Children have lots of choice over what they play with. During activities, the childminder makes learning practical and fun. She adapts her teaching to help each child meet their individual goals. This means children are engaged with their learning and appropriately challenged.
- Children choose books independently. They are able to name characters and enjoy being read to. During singing, children repeat words and use actions. All children's communication skills are developing well.
- Children grow vegetables in the garden. This helps children understand where their food comes from. This learning is supported by other activities. For example, children enjoy sensory play with cereals to represent soil and real vegetables to 'plant'. Children demonstrate knowledge of mathematical concepts by pointing to the biggest vegetable and talking about the tallest plant they have grown. The childminder uses her observations to reflect on what children know and how to extend learning in the future. This supports all children to make good progress.
- The childminder collects information from parents when they join the setting. This helps the childminder to know children's starting points and supports the settling-in process. The childminder uses various tools to check children's progress. This helps her track their development and identify any delays. She

knows how to make referrals to external agencies for children with special educational needs and/or disabilities (SEND).

- Children bring a packed lunch. These meals contain some unhealthy foods, which offer limited nutritional value. The childminder is currently reviewing her policy and working with parents to ensure that children have healthy and balanced foods to eat. The childminder recognises that changes in this area will support children's long-term health.
- Parents comment that they receive regular updates and a detailed handover each day. They know which skills their child is practising and like the home learning ideas provided by the childminder. The childminder collects feedback from parents and includes their views when evaluating her setting.
- The childminder promotes independence in toileting. Children know to wash their hands to support good hygiene. The childminder gives children privacy during personal care routines. This supports children's understanding of personal boundaries.
- The childminder knows how to support children's health and safety when in her care. She demonstrates a good understanding of how to assess risks. For example, she has procedures to keep children safe on outings. These include teaching children about road safety.
- The childminder attends local authority training to support her professional learning. She has recently attended training to develop her knowledge around provision for SEND and safeguarding. The childminder identifies that this training has extended her ability to support children's well-being and meet their needs.

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:

- ensure, in conjunction with children's parents, that all meals and snacks provided for children are healthy and nutritious.

Setting details

Unique reference number	2715600
Local authority	Sutton
Inspection number	10388386
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 8
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Wallington in the London Borough of Sutton. The childminder is available for work from Tuesday to Thursday from 7.30am to 6pm, and on Friday from 7.30am to 5.30pm all year round. She has a level 3 childcare qualification. The childminder offers some after-school care and works with an assistant during these hours.

Information about this inspection

Inspector
Harriet Wolfe

Inspection activities

- The childminder showed the inspector areas of the home used for childminding and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on how she prepares them for school.
- The inspector observed interactions between the childminder and the children.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this is having on the children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector had discussions with the childminder about her understanding of how to safeguard children.

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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