

# Childminder report

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Inspection date: 22 October 2024

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| 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 welcoming learning environment for all children. Children settle quickly, ready to start their learning. Overall, the childminder uses her knowledge of children's stages of development to plan exciting activities to help to progress their learning.

The childminder plans activities to help support children's emerging language development. She supports children who speak English as an additional language. The childminder uses simple sentences and questioning to support the children with their language. This supports children to reply to questions, strengthening their English.

The childminder is consistent in her approach to behaviour management. All children are taught the importance of sharing and taking turns. Children remind each other to use their manners and say please and thank you. Children behave well.

The childminder works closely in partnership with parents. She supports parents with implementing toilet training with children. She also supports them with children's daily routines, such as changes to sleep patterns. This helps to provide continuity of care for the children.

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

- The childminder plans activities to help children progress towards their early learning goals and, overall, she knows what she wants children to learn. However, there are occasions when the childminder does not always use this information precisely enough to identify where children need to go next in their learning.
- Older children are highly mindful of the younger children as they play. They are thoughtful as they move around, making sure they do not bump into younger children as they crawl around exploring the learning environment. This helps to support children's social and emotional development.
- Children are confident learners. They happily express to the childminder where they wish to play, asking with confidence to play outside. They are also highly skilled in knowing routines and putting on their shoes by themselves. This further develops their self-help skills.
- The childminder does not always plan her curriculum sufficiently to extend children's natural curiosity, especially when playing outside. Consequently, children do not always get the best out of the activities when they play and learn outside.
- The childminder reviews her practice. She makes good use of her support

network to review her training needs. This helps her to get the best training to support children's learning and development. Recent training has helped the childminder to support children's language development.

- Children of all ages thoroughly enjoy play dough activities. The childminder makes the dough different consistencies to support the children's physical development, helping to also support their emerging literacy development.
- The childminder teaches the children early mathematical skills. They learn quantities through setting up water activities. They help the childminder to fill the water play up. Children work well together, supporting each other with jugs and the correct words to use. They learn the concept of 'more' and 'less' as they decide how much water they need.
- Children are confident with their personal and social development. They happily go and change their clothes after getting wet. They have been taught well and do not require support from the childminder. They are skilled in being able to put their own trousers and tee shirts on the correct way. This also further supports children's physical development.
- The childminder prepares children well for the next stage of their development. She works towards their school readiness, supporting their personal and social development well.
- The childminder works closely with the other settings children attend. She gathers information about their learning and next steps. She uses this information effectively to support her knowledge of the children's stages of development, helping them to progress further. For older children, she helps them with homework to further support their learning. Given children's starting points, they are progressing well.

## 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:**

- identify more precisely what children need to learn next in their learning to further support the progress they make
- support further children's natural curiosity when learning outside.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2757643                                                                           |
| <b>Local authority</b>                             | Sutton                                                                            |
| <b>Inspection number</b>                           | 10349523                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in the borough of Sutton. She operates all year round and is registered to provide overnight care.

## Information about this inspection

**Inspector**  
Rebecca Hurst

### 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 rationale for their curriculum.
- The inspector spoke with the childminder about children's learning with a particular focus on communication, language and physical development.
- Children spoke with the inspector about their time at the setting.
- The inspector observed the interactions between the childminder and children.
- The inspector and childminder discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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