Childminder report

Inspection date:	4 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	Good

What is it like to attend this early years setting?

The provision is good

Children are very content, engaged in their learning, settled and confident. The childminder provides a balanced, nurturing environment for children of different age groups. Children enjoy playing, exploring and learning alongside the childminder and each other. The childminder's kind and caring approach helps children to feel safe and encourages them to be curious learners. She knows the children's personalities and characters well and caters for them accordingly, which promotes their independence. The curriculum is carefully planned, overall, to build on what children already know and can do. The childminder prioritises supporting children to develop their love of nature and outdoor learning. She builds on their language, physical, personal, social and emotional skills.

The childminder encourages children to share, take turns and express their thoughts and ideas. She frequently interacts with the children, asking questions, explaining, reading and clearly modelling word pronunciation. Children enjoy engaging in conversation with the childminder. Younger children quickly learn new words introduced by the childminder. For example, repeating words, such as 'teeny-tiny'.

Children enjoy a curriculum that includes an abundance of outings in the local environment and further afield. For example, visits to local parks, woods, toddler groups and trips to museums. This helps children's understanding of the world around them, while supporting their physical, language and social skills.

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

- The childminder provides a curriculum that helps children develop a good attitude to their learning. Children enjoy revisiting previous learning experiences, for example playing with empty boxes. The childminder speaks with children and parents to get their views. This leads to the childminder providing lots of cardboard boxes for children to play with to develop and extend their curiosity and learning.
- The childminder meets children's individual needs effectively. For example, older children are reminded to share with their younger peers. Younger children are encouraged to ask if they can join older children sitting inside the box. The childminder promotes respectful relationships and good manners. She praises children when they listen, share or help each other. The childminder celebrates this and children beam with pride.
- Children excitedly recall what they have learned about the life cycle of the caterpillar. They recall the cycle begins with an egg, which then becomes a caterpillar, then a cocoon, before turning into a butterfly. The childminder uses small-world toys to help children grasp their learning. This helps to widen

children's understanding of how things grow and about changes, while expanding their vocabulary.

- Children listen very well and develop their literacy skills. For example, they have access to a range of books. Younger children enjoy stories with the use of puppets. Older children join in from time to time to talk about the pictures and what is happening in the story. The childminder reads with good use of expression and enthusiasm, which help children to stay focused. She asks children questions to promote understanding. The childminder provides prompts with word sounds while children point to picture clues in the story.
- The childminder uses her knowledge of each child to make sure they receive the help they need to be confident learners. For example, she gently encourages and reassures children who are unsure about people they are not familiar with being in the environment. The childminder stays close to them until they are ready to venture away from her.
- Children thoroughly enjoy daily opportunities to learn outdoors and engage in physical play. They eagerly participate in constructing their own structures, developing strong perseverance and resilience. For example, older children repeatedly try to construct different structures until they achieve their goal. However, the childminder has not fully considered how she can provide tools to help extend children's awareness of different measurements, to support and enhance their mathematical skills.
- Partnerships with parents and other professionals involved are effective in supporting children's learning and development. Parents share very positive views of the childminder, her care and nurturing environment provided for their children that help them thrive.
- Older children busily try to repair the boxes they play with. However, the childminder does not adapt her planning sufficiently and provide resources to support children's cutting skills, which does not effectively promote their finger muscles.
- Children develop healthy habits to support their bodies and minds. They exercise and are supported to find joy in nature. Children learn about healthy eating, learn to wash their hands and feed themselves.

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:

- plan more effectively to help older children extend their measuring skills and

enhance their mathematical knowledge

- enhance the curriculum for physical development for children to develop cutting skills and strengthen their finger muscles.

Setting details

Unique reference number	EY276906
Local authority	Sutton
Inspection number	10388450
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	11 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Carshalton, in the London Borough of Sutton. She operates Monday to Friday from 7.30am to 6pm, all year round.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The childminder explains to the inspector the areas of the premises used for childminding, including the safety of children.
- The childminder spoke to the inspector about children's learning and development and their curriculum focus.
- Children spoke to 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 with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared written views of the childminder that the inspector considered.
- 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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