

Childminder report

Inspection date: 8 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming home from home, where children feel happy and settled. Her kind and sensitive interactions with children foster their emotional security well. They build strong attachments with the childminder and develop their self-assurance. This enables them to feel confident and ready to learn. Children enjoy exploring the resources and activities that the childminder provides. For instance, they are fascinated by the look and feel of various collage materials, and they enjoy adding sparkly gems and fuzzy pom-poms to their artwork.

The childminder has high expectations for children's learning and behaviour. She has clear rules and expectations to help keep children safe, such as sitting down at the table to eat and holding hands when going down steps. The childminder gives children lots of positive praise and encouragement. Therefore, they listen to her and are keen to do well. There is a good focus on developing children's language skills. The childminder speaks clearly to children and encourages back-and-forth conversations, such as by providing toy telephones. She sings and reads with children daily so that they hear and learn a broad range of new words. This helps children to become good communicators.

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

- The childminder observes children's play and identifies what they need to learn next. She plans her curriculum effectively to support their next steps in learning. For instance, the childminder recognises that some children have had fewer opportunities to play within a larger group of children. Therefore, she arranges outings and 'play dates' with other childminders to help boost children's confidence and social skills. This is good preparation for starting school.
- Children develop their physical skills well. The childminder provides a range of resources and activities that help them to refine their large- and small-muscle movements. This includes opportunities to practise their early mark-making skills. She also takes children to local parks, where they can run around and explore the great outdoors.
- The childminder celebrates a range of cultural events with children throughout the year. This includes events that are special to children and their families, as well as learning about communities outside of their own experiences. In this way, children begin to develop understanding and respect for their similarities and differences.
- The childminder uses her positive partnerships with parents to support children's health and well-being. For example, she discusses issues such as children's healthy eating, toilet training and oral hygiene with them. This helps to ensure a consistent approach to children's care.
- Children learn to follow good hygiene routines with the childminder, such as

washing their hands before eating. However, the childminder does not always consider how to extend children's personal care skills further, for example, by encouraging them to wipe their own faces after eating.

- The childminder takes account of children's interests when planning her curriculum and provides toys and resources she knows they will enjoy. This promotes children's positive attitudes to learning. Children are drawn to activities such as water play. They spend a long time practising skills, such as scooping and pouring, which they can transfer to real-life situations, such as mealtimes.
- Parents comment that they have 'complete trust' in the childminder. They appreciate the detailed information that she provides on their children's progress. Parents describe the strong bonds their children form with the childminder. They say she ensures that their children's days are 'filled with fun'.
- The childminder evaluates her provision well and considers what she needs to do differently to further improve the outcomes for children. She is committed to continuous professional development and attends a variety of training. The childminder regularly updates mandatory training to ensure that she knows how to keep children safe and 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:

- help children to develop a broader range of personal care skills.

Setting details

Unique reference number	EY307225
Local authority	Sutton
Inspection number	10398183
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 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	8 October 2019

Information about this early years setting

The childminder registered in 2005. She lives in Carshalton, in the London Borough of Sutton. The childminder operates her service Monday to Friday, from 7.30am to 4.30pm, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She explained how she organises the provision to cater for children's care and learning.
- The inspector observed the quality of education provided and assessed the impact that this has on children's learning.
- The inspector considered parents' views from their written feedback. She also observed and spoke to children to find out about their experiences in the setting.
- The childminder discussed how she manages her provision and ensured that relevant documentation was available for the inspector to view.

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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