

Childminder report

Inspection date: 22 June 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle well into the childminder's care. The environment is warm and welcoming, and children are familiar with the routine. Parents speak highly of the childminder. They comment on how well their children settle and enjoy their time in her care. The childminder shares activities with parents to support consistency in their children's learning at home.

Children make good progress in their learning and development. The childminder finds out what children already know and what they can do through her effective observations. She gathers information about children's interests to plan appropriate learning opportunities that keep them engaged. Children communicate well. They speak with the childminder about their own personal experiences and listen when she responds. The childminder supports children's language development by repeating back their sentences with the correct words and pronunciation.

The childminder has high expectations for children's behaviour. Children behave well and they understand and follow the rules. Older children are kind and caring towards babies. For example, they give them toys and speak to them in a gentle voice. The childminder role models good manners. She gives gentle reminders to children when they forget to say 'please' or 'thank you'.

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

- The childminder encourages children to follow good hygiene practices, such as washing their hands. She supports children to develop their understanding of being healthy. For example, children identify healthy and unhealthy food while playing a game. Children also learn about good oral hygiene and speak about their own personal experiences related to teeth.
- Children learn a range of independence skills from the childminder. She supports them to dress themselves, wash their hands and make their own choices during their play. However, children do not have the same level of support for their independence at mealtimes. The childminder is less consistent in her approach to allowing children to try and pour their own drinks when there are smaller numbers of children present.
- The childminder supports children's literacy development. She provides games and activities to help older children to recognise letters. Children enjoy finding letters that are meaningful to them, such as letters from their name. This encourages children's early reading skills.
- The childminder promotes children's knowledge of mathematics and counting. She teaches children mathematical concepts, such as capacity and weight. For example, children explore pretend bugs with scales. The childminder encourages them to compare the weight of the different types of bugs. She uses everyday

situations to use the language of weight and size. For instance, children using the see-saw alone are encouraged to think about why it does not balance and where they can sit to make it rock. This good practice helps to develop children's problem-solving skills.

- The childminder has good knowledge of how children learn. She provides opportunities for children to develop positive attitudes towards their learning. The childminder aims to plan activities with children's ages and abilities in mind. However, at times, she does not adapt activities well enough for the youngest children. For instance, babies are unable to reach the sand tray which means they cannot explore the sand freely.
- Children have many opportunities to be physically active. They move freely from the play area to the garden and access equipment, such as see-saws and scooters. Older children are encouraged to manoeuvre around the garden on bikes and scooters, building on their spatial awareness and large-motor skills. Babies are encouraged to have tummy time to strengthen their core muscles to prepare them for crawling.
- Children go on trips in the local community and learn about the natural environment. They visit places such as the allotment, local parks and the farm. The childminder helps children to get first-hand experiences, such as looking at different creatures when pond dipping and looking at tadpoles while at the allotment.
- The childminder keeps up to date with mandatory training, such as paediatric first aid and safeguarding. She attends webinars to keep up to date with changes in guidance.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of the signs and symptoms of abuse. She has clear procedures to follow if she had concerns about the welfare of a child in her care and understands the referral process. The childminder attends training on specific safeguarding issues, such as the 'Prevent' duty and female genital mutilation. The childminder has good safety procedures in place for outings. Children wear high-visibility vests and wear wristbands with her contact details on. The environment is safe and clean, and children are well supervised.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- further enhance children's independence skills by providing more opportunities for them to do things for themselves
- consider adapting activities further to allow babies to explore more freely.

Setting details

Unique reference number	EY316335
Local authority	Sutton
Inspection number	10138219
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	0 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 2005. She lives in Sutton, Surrey. The childminder operates her service term time only from 7am to 5pm, Monday to Thursday.

Information about this inspection

Inspector
Katie Smith

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around parts of the premises and discussed how she ensures her setting is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation.
- The inspector carried out a joint observation with the childminder.

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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