

Childminder report

Inspection date:

24 July 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptionally well-run childminding setting. The childminder creates a happy and secure environment where children flourish. She knows the children very well and actively supports them to develop extraordinary confidence in their play. Children behave extremely well and show high levels of understanding. They follow simple instructions and treat each other with kindness and respect. The childminder designs an exceptionally well-structured curriculum that significantly enhances children's engagement and learning. She skilfully engages with children at appropriate moments to support their developing vocabulary. For example, when children notice a bird in a tree, she initiates an extensive discussion about the bird's type and its life.

Children enjoy rich and imaginative experiences. They are in awe as they create magical potions, discussing colours and ingredients. They smell their creations and spark their imagination leading to rich discussions and the use of new vocabulary. The childminder offers fantastic learning opportunities that help children develop their physical skills. For instance, children use the swing attached to a tree, taking safe risks as they experiment with speed and height while propelling themselves forward. They confidently cut their own bananas and prepare fruit for snack time, learning practical skills that prepare them for their eventual move on to school.

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

- The childminder builds highly effective partnerships with parents. She has exceptional professional relationships with parents, keeping them informed about their child's development. She actively invites them to take part in their child's learning. For example, parents share what their child can do at home, contributing to a fuller understanding of the child's progress. This helps the childminder to plan detailed next steps in learning.
- The childminder demonstrates a strong commitment to professional development, actively pursuing extensive training that drives children's exceptional progress. For example, she has undertaken in-depth and comprehensive training directly linked to the areas of learning, enhancing her ability to support children's development across the curriculum.
- The childminder joins children during activities and skilfully introduces new vocabulary through well-thought-out conversations. All of which helps children to make exceptional progress in their language and communication.
- The childminder provides outstanding opportunities for physical development. Children climb, run and manoeuvre with agility, showing improved control with their movements. They show very good confidence in navigating their extremely well-resourced environment. Their enthusiasm and energy shines through as they explore and engage in a wide range of physical activities.

- The childminder offers exceptional opportunities to nurture children's creativity. For example, children actively engage in well-thought-out sensory play, adding different smelling herbs to play dough and crafting a variety of imaginative shapes. They explore texture, and smells, exchanging ideas and expressing preferences as they discuss the aroma of hibiscus and rosemary.
- The childminder significantly enriches the curriculum by extending children's learning beyond the childminding setting. For example, children enjoy thoughtfully planned trips to the museum, where they observe sculptures and learn about different forms of art. These experiences help children to foster meaningful conversations about shapes and textures and become culturally aware and help build skills for future learning.
- Children demonstrate consistently high levels of engagement in their play and learning. They navigate seamlessly between indoors and outdoors. For example, in the outside playhouse, they immerse themselves in imaginative scenarios, adopting different roles such as a shopkeeper.
- Children flourish under the childminder's exceptional guidance, developing high levels of independence in their daily routines. For example, self-care is embedded seamlessly into everyday routines. Children confidently wash their hands before eating with little prompting, demonstrating a deep understanding of hygiene and personal responsibility. All of which helps children develop the skills they need for their move on to school.
- The childminder provides rich and purposeful experiences to teach children about the wider world. For example, children take part in regular outings to the shops, library and park, which helps them to build familiarity with shared spaces and people. All of which, helps children foster inclusive attitudes towards others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY350245
Local authority	Sutton
Inspection number	10388752
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 July 2019

Information about this early years setting

The childminder registered in 2007 and lives in Carshalton, in the London Borough of Sutton. She operates Monday to Friday, from 6.45am to 6.30pm, all year round.

Information about this inspection

Inspector

Caroline Preston

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 aims and rationale for their early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector 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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