

Childminder report

Inspection date:

1 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in this setting. They form warm, trusting relationships with the caring childminder. The childminder encourages them to take pride in helping to tidy up. Children respond to the childminder's expectations and demonstrate responsibility and teamwork as they care for their environment. Children show delight when the childminder praises their achievements. They celebrate each other's successes by clapping and cheering, which helps them to develop kindness and support for one another.

Children enjoy spending time outside. They have fun using utensils to scoop, pour and squeeze out water. However, the childminder does not consistently support children's learning. She does not always build on what children already know, and she sometimes stops their play or moves them to other activities even when they are clearly interested and absorbed in what they are doing. This limits children's opportunities to develop their skills and understanding as well as they could. At times, this affects their ability to maintain a positive attitude towards learning. The childminder does not always allow children to follow their own ideas or make choices about how they want to play, which means they have fewer chances to develop independence and take charge of their own learning. For example, when children play with play dough, they are not allowed to mix colours. This restricts their creative exploration.

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

- The childminder knows what children need to learn next but does not use this well to plan a sequenced curriculum. Teaching is not always effective, as she often interrupts children's play instead of helping them build on their next steps. For example, even though climbing blocks are set out to develop children's physical skills, she stops them from doing this and sends them back to water play because their clothes are slightly wet. This means children do not get the most out of activities that are meant to help them progress.
- The childminder does not fully understand how to help children develop their communication and language skills. She does not always give children enough time to reply. Music continually plays in the background, which makes it harder for children to hear and join in with conversations. This reduces opportunities for children to have meaningful back-and-forth interactions. However, the childminder shares books with children and narrates what they see, which supports their understanding.
- The childminder has completed mandatory training and accessed some webinars. She acknowledges some weaknesses in her practice. However, she has not shown a clear drive to enhance the quality of education she provides. This means she has not found ways to deepen her understanding of how

children learn or improve her teaching.

- The childminder promotes positive behaviour by encouraging good manners and modelling how to be polite. However, she sometimes restricts children's physical independence by carrying them as a way to manage behaviour rather than supporting them to develop their self-regulation skills. On occasion, she does not address incidents of snatching. As a result, children receive less support to develop important social skills and manage their own behaviour.
- The childminder promotes good hygiene by building routines to teach children to clean their noses and throw used tissues in the bin. She makes sure children wash their hands before meals and explains why the table needs to be cleaned first. This consistent approach helps children understand how to stop germs from spreading.
- The childminder helps children develop their hand and finger coordination. Children make play dough ice lollies, shaping and moulding the dough with their hands. They fill small vehicles with sand and wash up cups and dishes using water and sponges. These experiences build their hand strength and control.
- Parents value the wide range of activities and outings the childminder provides, from messy play and reading to visits to parks and libraries. The childminder maintains strong communication with parents through daily feedback, photos and regular updates on their child's progress. Parents appreciate the support the childminder provides. This helps build a strong partnership with parents.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
notice children's emerging interests as they play, and build on these through engaging interactions that actively support their curiosity, focus and enjoyment	01/08/2025
use knowledge of children and child development to implement an ambitious curriculum that builds on what they can already do and what they still need to practise and develop	01/08/2025

improve knowledge to ensure that teaching practice continues to improve to support children's progress further.	01/08/2025
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To further improve the quality of the early years provision, the provider should:

- develop children's communication and language further so that children have more opportunities to share their thoughts and ideas in back-and-forth conversations
- manage children's behaviour even more consistently so that they always know what is expected of them.

Setting details

Unique reference number	EY387482
Local authority	Sutton
Inspection number	10408687
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 June 2022

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Sutton. She operates all year round from 8am to 6pm, Monday to Friday. The childminder has achieved early years professional status. She works with a co-childminder.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.
- The childminder showed the inspector the premises and talked about how she ensures children's safety.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this is having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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