

Childminder report

Inspection date:

6 December 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe, warm and homely environment where children settle quickly. They establish good relationships with their friends and the childminder. Children are very confident and independent learners. The childminder has high overall expectations of what they can do and they receive lots of acknowledgement and praise for their achievements. Children's emotional well-being is supported during their play. For example, they develop empathy when they play with dolls. They zip them into their coats to help to keep them warm. Children take part in a good range of opportunities that develop their physical skills. In the garden, they skilfully use their feet to propel themselves forward on wheeled toys. They benefit from regular dance and movement sessions, which they thoroughly enjoy.

Children develop a huge sense of achievement and enjoy being independent within the setting. They have a positive can-do attitude to completing tasks and activities. For example, they confidently butter their toast and persevere while trying to cut it into shapes. Young children take pride in their achievements when they complete a task, such as putting on their coats. They broadcast their accomplishment with a joyful 'I did it!'.

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

- Children are encouraged to adopt healthy habits. They have access to nutritious and well-balanced meals which are freshly prepared by the childminder. She adapts her menus and meals to suit children's individual dietary requirements and preferences, liaising closely with parents. Children are beginning to understand the importance of oral hygiene. The childminder provides children with access to toothbrushes and a set of model teeth. She uses timers and explains to children how to clean their teeth effectively.
- The childminder offers children meaningful experiences to promote their growing understanding of the natural world. They go on minibeast hunts while in the garden, looking for worms and spider webs. They visit local groups where they meet other children and learn to make friends. Children learn key social and negotiation skills.
- Children enjoy taking part in imaginative play. They work as a team with drills, saws and hammers, when they are in the garden helping to fix the childminder's fence.
- The childminder demonstrates a professional approach to childminding. Since the last inspection, she has completed a range of additional training to ensure she has a good knowledge and understanding of the learning and welfare requirements. For example, she has broadened her knowledge of wider educational philosophies which she intends to implement within her setting. This

aims to support her to develop her teaching skills and promote good outcomes for children effectively.

- Overall, the childminder uses effective methods to build on and extend children's early language skills. For example, young children have lots of opportunities to sing their favourite songs and nursery rhymes with the childminder. They sit well and listen intently to familiar stories and answer open questions. However, bilingual children have limited opportunities to hear their home language during play to enhance their language even further.
- Partnerships with parents are strong. The childminder uses several methods to keep parents updated and informed about their children's day and development. For instance, they are provided with daily diaries, discussions, photographs and accurate assessment checks. Parents comment that they are 'extremely happy with the activities and routines'.
- Children have good opportunities to develop their knowledge of colours, shapes and counting through the activities offered. For example, they enjoy creating a range of models with coloured magnetic shapes. They are able to name and identify shapes such as triangles, rectangles and circles.
- The childminder observes children as they play to monitor their progress and identify any possible gaps in their development. She strategically plans a good overall range of meaningful activities to help children make good progress, in relation to their starting points.
- Children are polite and have good manners. They treat one another with respect and enjoy helping one another. This is demonstrated when children, without prompting, give their friends their shoes when going into the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that indicate a child may be at risk of possible abuse. Additionally, she knows her responsibility to follow procedures and notify the relevant professionals of any concerns. She regularly attends training to update her knowledge of child protection and wider issues. The childminder creates a safe and secure environment for children to play and learn, within her home and on outings. She develop children's awareness of the importance of handling plastic knives safely when preparing snacks. All of these help to keep children safe.

What does the setting need to do to improve?

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

- build on strategies to embed the use of children's home languages within the setting, to strengthen children's communication skills even further.

Setting details

Unique reference number	EY391317
Local authority	Sutton
Inspection number	10138220
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	20 October 2015

Information about this early years setting

The childminder registered in 2009. She lives in Sutton, in the London Borough of Sutton. She operates her service on Monday, Tuesday, Wednesday and Friday, term time only. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Trisha Edward

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that are used by children and explained how she supports children's learning and development.
- The inspector observed the interactions between the childminder and children, and assessed the impact on children's learning.
- Parents' views were obtained through written documentation.
- The inspector reviewed documents, including those relating to first aid, insurance and suitability.

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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