

Childminder report

Inspection date:

24 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, confident and feel secure around the childminder. The childminder provides a warm, welcoming and nurturing atmosphere for children, which results in her having a strong bond with them. Children have continuous access to a wide range of toys, books and activities that the childminder plans according to children's needs and interests. The childminder offers settling-in sessions with parents where she gathers information about children's development, likes and dislikes. This helps children to settle well and continue their learning, which is tailored to their needs.

The childminder has high expectations for children to gain independence skills. For example, all the children know about the handwashing routine, and they increasingly try to become more independent. The childminder praises children's achievements, and children take pride in their own success, for example clapping themselves when they complete an activity independently. Children have many opportunities to develop their physical skills, indoors and outdoors, and they often spend their day outdoors, exploring nature and their wider community. The childminder encourages children to play together and help each other, and they often have opportunities to socialise with other children in playgroups.

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

- The childminder uses rich vocabulary with children and supports their communication and language skills throughout the day. For example, while children are engaged in pretend play, the childminder prompts their learning by saying, 'Are you cooking lunch for us?', 'What have you got in your pot?' and 'Let's stir.' The childminder also models the new vocabulary, repeating words clearly many times. This helps young children to form their language accurately.
- The childminder supports children's physical development through regular outings to local parks and playgroups. For example, all children learn how to climb safely during soft play. Children have access to a range of activities at home, such as puzzles, play dough and tongs, that help them to develop their fine motor skills.
- Children learn how to be healthy, safe and independent in self-care. They know to wait for their turn, roll their sleeves up and get soap independently when handwashing. Children are also confident to find their own water bottles and help themselves when they are thirsty. To widen children's understanding of being safe, the childminder reads books about road safety to the children.
- The children visit the local children's centres and go on regular outings to get familiar with their wider community. The childminder has formed a support network with other childminders. This allows children to have rich experiences in the wider world and to socialise with others.

- Through a well-embedded curriculum, children develop mathematical awareness and begin to use relevant language in their routine. For example, children count their steps on the stairs and learn the names of shapes during a shape-sorting activity. Children have access to a wide range of resources to help them identify numbers, such as numeral cookie cutters. The childminder uses a range of ways to model mathematical concepts. For instance, she says, 'I see you cut the banana in half. Now you have two!'
- The childminder provides open and consistent communication with parents through individual learning journals, emails and conversations. Parents are regularly informed about children's next steps and any areas that they may improve in. This partnership ensures children's continuous learning at home.
- The childminder supports children's individual development closely. For example, the childminder implements many strategies to encourage children's turn-taking and sharing during play. The childminder's teaching is evident in children's social skills. Older children take the initiative to help younger ones when they struggle with an activity. However, the childminder is not yet consistently providing opportunities to help children develop their reasoning and emotional literacy when children struggle to interact with each other.
- The children have access to a wide range of books, and the childminder uses several props such as puppets and storytelling spoons to engage children in reading activities. The childminder provides good opportunities for very young children to develop their early reading and writing skills, but this is an area for the childminder to develop for older children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the signs of different types of abuse, as well as safeguarding topics such as radicalisation. The childminder has a secure knowledge of what actions must be taken if she becomes concerned about children in her care. The childminder continues to refresh her knowledge and understanding through online training, and she knows who to contact should she require further advice. To keep all children safe, the childminder regularly carries out risk assessments during play time, mealtimes and on outings.

What does the setting need to do to improve?

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

- consistently support children's understanding of their own behaviour and its impact on others
- expand the opportunities for older children to develop early literacy skills.

Setting details

Unique reference number	EY415186
Local authority	Sutton
Inspection number	10235448
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	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2010. She lives in Coulsdon, Surrey. The childminder works four days a week, from 7.30am to 5.30pm, all year round.

Information about this inspection

Inspector
Ozum Alvim

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed children's play and the childminder's interactions with children.
- The inspector spoke with children and the childminder at appropriate times.
- The inspector sought feedback from parents during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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