

# Childminder report

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Inspection date: 1 May 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |             |
|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### The provision is good

The childminder has high expectations for children's learning. She designs an age-appropriate curriculum that focuses on preparing children for school. One of the childminder's key goals is to foster children's independence skills. Children show they can put on their shoes. They learn to manage their own personal needs. The childminder creates a warm and welcoming atmosphere. This contributes to children's happiness and comfort. During outdoor play, children run enthusiastically as they watch bubbles fly out from a bubble machine. They have lots of fun together. Children happily say, 'Bubbles, more bubbles'. They show positive attitudes towards their play. The childminder creates opportunities to support children's enjoyment and physical health.

The childminder supervises children well, including on outings, to help keep them safe. For example, she ensures that all children remain within her sight and hearing. The childminder uses regular trips to soft-play centres, parks and farms to help promote children's awareness of their surroundings. She finds that these outings also enable children to develop their social interaction skills. Children demonstrate self-confidence while interacting with others, including visitors. The childminder promotes children's good behaviour. She teaches children to use polite words, such as 'thank you'. Children learn to be kind to one another.

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

- The childminder is a highly experienced professional who is proactive in promoting her professional development. Since the last inspection, she has refreshed her knowledge on how to promote healthy eating. This has led to children developing a love for fruits and vegetables. Additionally, the childminder continually seeks to enhance her understanding of setting up activities more creatively. For instance, she has made sensory bottles which children particularly enjoy using during their play. Children show good levels of motivation.
- The childminder observes and assesses children's play to inform her balanced curriculum. For example, after observing children's activities, she recognises that they enjoy playing outdoors. The childminder creates opportunities for children to play at the mud kitchen to enhance their sensory experiences. During this activity, she incorporates counting to raise children's early mathematical skills. Children demonstrate good concentration as they mix and pour water into various containers. They develop their physical skills, such as by strengthening their large and small muscles.
- The childminder helps children to make good progress in their learning. For example, she supports children's communication and language skills well. One way she does this is by narrating on children's play and helping them develop their awareness of sounds. For instance, during a planned activity, the

childminder encourages children to name different animals and their sounds, such as those of sheep and horses. This approach exposes children to new words and concepts, which helps to expand their vocabulary.

- Parents and carers praise the service the childminder provides. They describe her as warm, approachable and genuinely invested in their children's well-being. Parents feel well informed about their children's progress. This fosters a consistent approach to children's development and continued learning at home.
- Children have access to a wide variety of exciting and stimulating toys, indoors and outdoors. However, the childminder does not actively encourage children to tidy up their toys when they are finished using them. As a result, the floor becomes cluttered, making it difficult for children to move freely. This approach does not fully support the development of children's understanding of how to care for their environment.
- The childminder has a close bond with all children. Children enjoy spontaneous cuddles with the childminder, which shows a trusting relationship. They also play happily with their peers, such as when using the outdoor equipment. Children behave well. They learn to share and wait patiently for their turn.
- The childminder evaluates her practice to enhance children's learning experiences. She has reflected on the importance of early reading in preparing children for school. The childminder sends storybooks home to support children's early literacy skills. Additionally, she visits the local library with children to expose them to a diverse range of books. This is to cultivate children's lifelong love for reading.

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

- raise children's understanding of how to care for their environment, such as by encouraging children to put their toys away after playing.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY420128                                                                          |
| <b>Local authority</b>                             | Sutton                                                                            |
| <b>Inspection number</b>                           | 10388316                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 5 July 2019                                                                       |

## Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Sutton. She operates during term time, from 7.30am to 5.30pm, Monday to Friday. The childminder has a childcare qualification at level 3. She provides government funded childcare.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

### Inspection activities

- The childminder showed the inspector around the setting and explained her early years curriculum.
- The inspector and the childminder evaluated the impact of a planned activity on children's learning.
- Parents shared their views on the quality of the provision through written feedback, which was taken into account.
- The inspector observed the quality of education, inside and outside.
- The inspector held discussions with the childminder and checked the required documents.

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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