

Childminder report

Inspection date: 7 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are very settled in this warm and welcoming environment. They know how to initiate their own play and become absorbed in whatever they are doing. Children gain much from talking to the childminder about their favourite toys, such as cars and trains. They show high levels of engagement as they line up their toys or roll them across the floor. Children benefit from a free-flow access between indoors and outdoors. They relish the opportunities to test and master their physical skills, such as running and jumping. This supports children's stamina and coordination effectively.

Children have formed very strong bonds with the childminder, which is evident in the way they interact with her. For example, when they play with the childminder, they share lots of giggles and laughter together. Children show consistently high levels of enjoyment. They have a superb understanding of the setting's rules and follow them diligently, such as the need to protect themselves on very hot days. Children are extremely respectful of the childminder and their environment. For instance, without being prompted, they use polite and sensitive words when talking to her. This creates a happy and safe environment, where children thrive.

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

- The childminder has a relaxed nature and offers an inclusive and nurturing environment. She has very high expectations for children's learning. As a result, children make rapid and sustained progress from their starting points. They are well prepared for the next stage of their education, including their eventual move on to school.
- The childminder observes and assesses children's learning regularly to plan suitably challenging activities. For example, she invites children to plant vegetables in the garden to teach them where food comes from. During spontaneous play, she uses opportunities to develop children's early mathematical and literacy skills. The childminder acknowledges that she can use children's interests more effectively to extend their imagination and creativity further.
- The childminder promotes children's communication and language particularly well. She holds age-appropriate conversations with the children and asks them questions to help widen their vocabulary. The childminder develops children's love of books by reading to them frequently. She responds to children's spontaneous requests quickly, such as when they wish to listen to their favourite songs on a digital device. This keeps children highly motivated to learn and play.
- The childminder follows good hygiene procedures. She teaches children to wash their hands in preparation for snack and mealtimes. This practice helps to minimise infectious illnesses in children.

- Children's behaviour is superb. This is because the childminder is an excellent role model, who gives them lots of praise and encouragement. She reinforces very clear and consistent expectations in a kind and respectful manner. These are followed through to great effect.
- Children have a strong sense of their uniqueness and their right to express themselves freely. For example, they articulate their likes and dislikes to the childminder, which she respects and values. In addition, children have high levels of self-belief in their abilities. They demonstrate this when they fix their broken toys or while building train tracks.
- Parents are very happy with the service they and their children receive. They describe the childminder as 'friendly, caring and positive', and say she shares information with them regularly about their children's progress. Children benefit greatly from the strong partnership between parents and the childminder.
- The childminder promotes her professional development well. Recently, she has completed training that has enhanced her knowledge of how to manage children's behaviour more effectively. This has helped children to regulate their own feelings and emotions in a very positive way.
- The childminder gathers the views of parents to support her self-evaluation process, such as through questionnaires and verbal feedback. She is keen to develop her service further through continuous training, particularly to support children's mental health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children play in a safe and secure environment. She supervises children well without inhibiting their confidence and independence skills. For example, the childminder encourages children to communicate their thoughts and make decisions about their play. The childminder knows her responsibilities in relation to safeguarding children. She is fully aware of signs and symptoms of abuse, including if a child is being groomed by gangs or groups of people. The childminder has a robust procedure for reporting any concerns to relevant agencies. She has secured her knowledge of what to inform Ofsted of to protect children's welfare.

What does the setting need to do to improve?

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

- develop an even stronger curriculum to promote children's imagination and creativity based on their interests.

Setting details

Unique reference number	EY421129
Local authority	Sutton
Inspection number	10295439
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 December 2017

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Sutton. She is available to care for children during term time only, from 7.15am until 5.30pm, Monday to Friday. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 her evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed how the early years curriculum is implemented.
- The inspector observed the childminder's interactions with the children, inside and outside. She engaged with the children during the inspection.
- The inspector read written feedback from parents and took account of their views. She looked at a sample of the childminder's documents. This included training certificates and evidence of suitability checks.
- The inspector held discussions with the childminder at appropriate times during the inspection. She carried out a joint observation with the childminder of a planned adult-led activity, and they evaluated its impact 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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