

Childminder report

Inspection date: 11 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy and enjoy their time at this homely setting. They show that they feel safe and secure as they play and explore their environment with confidence. Babies focus for long periods and develop their motor skills and hand-eye coordination as they use stampers and sponges to make patterns. Toddlers delight in imaginative play in the home corner and build on their creativity. Children have close bonds with the nurturing childminder. For instance, they giggle as the childminder plays games with them and are keen to involve him in their play.

Children have access to a wide range of exciting resources, both inside and outside, which cover all areas of learning. These are accessible, in boxes and on shelves, to enable children to make choices and promote their independence. For example, children persevere as they pull out a box and look for a favourite toy. The childminder helps toddlers and children share and take turns as they play, and they learn to consider others. Children behave well for their age. When they throw blocks on the floor, the childminder helps them to understand that they might hurt their friends who are playing close by. This helps children become aware of the consequences of their actions, and they begin to learn to manage their behaviour independently.

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

- The childminder has a good understanding of how children learn. Overall, he provides a broad and well-sequenced curriculum that supports children's progress well. The childminder uses children's interests to develop their learning further. For instance, he builds on children's fascination with butterflies. However, at times, the childminder does not use available opportunities to challenge children and work on their next steps.
- Children make good progress in mathematical development. During their play, the childminder counts and uses positional language, such as 'on' and 'under'. Babies copy the childminder and begin to say number names. Toddlers develop an understanding of shape and space as they fill and empty containers. Children learn how to say number names in order and give one number name to each item as they count.
- Generally, the childminder supports children's communication and language skills well. He engages in back-and-forth conversations with them, asks open-ended questions and introduces new vocabulary like the word 'balancing.' However, there are times when the childminder does not use his interactions with younger children to further develop their skills. For instance, he comments on what children show him but does not build on the interaction to optimise their learning.
- Children develop good physical skills. Babies crawl throughout the setting

independently and build the strength in their muscles. There are large-scale opportunities for all children to develop their mark-making skills, and there are regular visits to the park where they can climb over rocks and trees.

- Children learn about what makes them unique. The childminder helps them celebrate their heritage, and they use role play to act out their experiences with wider family. This helps children to feel welcome at the setting and builds on their self-esteem.
- The childminder plans exciting trips for children. They go to specialist centres to learn about minibeasts and to the farm and theatre. These trips give children the opportunity to learn about the world around them.
- Children display very positive attitudes towards learning and engage in a variety of activities. For instance, babies become immersed in their play and persevere as they push and pull items through the holes in a colander.
- Parents provide very positive feedback about the childminder. They say that their children flourish at the setting and that the childminder is an excellent role model for their children to look up to. The childminder shares information about children's care and learning daily and supports parents with helping their child learn at home. This partnership working has a positive impact on children's learning and development.
- The childminder places a strong focus on his professional development. He sets aside time weekly to complete training courses to strengthen his knowledge and skills. For instance, he recently completed training on supporting children in small-world play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of how to protect children. He knows the signs and symptoms of abuse and the procedures for referring concerns. The childminder completes safeguarding and child protection training regularly to keep his knowledge up to date. He is alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. Children learn how to keep themselves safe at the setting. For example, the childminder reminds children not to sing when they are chewing their food as they may choke.

What does the setting need to do to improve?

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

- use opportunities that arise as children play and explore to challenge them further in their learning, and work on their next steps.

Setting details

Unique reference number	EY442219
Local authority	Sutton
Inspection number	10235669
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2012. He works with his wife, who is also a childminder. The childminder lives in Carshalton, in the London Borough of Sutton. He works Monday to Thursday, all year round.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This is the first routine inspection the childminder has 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 took the inspector on a learning walk around the setting.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector viewed written parent testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.

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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