

# Childminder report

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Inspection date: 4 July 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

The childminder skilfully teaches children to do things for themselves. The youngest children demonstrate high levels of self-esteem as they complete increasingly complex tasks. They develop empathy as they help one another to become independent. For example, the childminder teaches children to ask for help from each other. Children learn to do things for other people. For example, children become skilled at climbing the big step outside. They help each other to put on aprons. Toddlers listen keenly and are excited to complete tasks. The childminder supports children to develop kindness and empathy for their friends and be sensitive to their needs. All children feel happy and emotionally secure.

The childminder's curriculum aims to help children to become highly independent and competent learners. She creates opportunities for children to lead their learning. The childminder provides an environment that children are excited to explore. She encourages children to discover resources that they have not used before. Children use their imaginations to create more difficult tasks for themselves. The childminder understands that this helps children to discover new skills. She knows that it is important to understand how children learn, as well as what they are learning. Children make good progress across a wide range of skills. They are well prepared for the next stage of their education, including school.

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

- The childminder's strong knowledge of the skills that children need to learn help her to create an environment that promotes their learning. Her interactions with children extend their thinking and help them to express themselves. Children are active learners who enjoy discovering new skills. They feel successful and confident.
- The childminder assesses children at every opportunity. She observes children to identify the skills they need to learn next. The childminder considers gaps in children's learning when extending their skills. Her curriculum is flexible and well sequenced. She changes and adapts activities according to children's needs and interests. This helps children to achieve their goals.
- The childminder skilfully teaches children key listening skills and encourages them to follow ambitious instructions. She speaks clearly, giving concise and clear directions to children. The childminder teaches children to listen and respond. She corrects them and guides them gently. Children feel excited to express themselves. The youngest children are keen to show the childminder what they can do. Children feel happy and understood.
- The childminder promotes children's mathematical thinking. She teaches children to solve problems involving quantities and patterns. She understands that children need to understand what numbers mean. This helps children to apply

their knowledge in a range of contexts.

- The childminder promotes children's literacy skills well. She understands that it is vital that children gain a love of stories from an early age. The childminder teaches a range of reading skills to toddlers, including knowing marks have meaning. She encourages children to make predictions and discuss different texts. Children feel excited to share their favourite stories with the childminder. The childminder plans shared reading opportunities to encourage children to select stories and hear them more than once. This promotes children's literacy skills.
- The childminder gives parents and carers information about what their children have experienced during the day. However, she does not consistently give parents clear information about the precise skills and knowledge children are working on. As a result, parents are not always able to extend their children's skills at home. This limits children's opportunities to practise their skills and knowledge.
- The childminder has warm relationships with all children. She creates routines and structure to her day to help children to feel safe. Children go to the childminder for help when they need it. This helps them to feel relaxed and happy.
- The childminder is reflective of her practice. She attends regular training to enhance her teaching. For example, the childminder has recently attended forest school training. She uses her new knowledge and skills to enhance children's experiences of the outdoors. This promotes children's physical development.

## 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:**

- develop how children's learning is shared with parents to help them to extend their children's knowledge and skills at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY447588                                                                          |
| <b>Local authority</b>                             | Sutton                                                                            |
| <b>Inspection number</b>                           | 10394492                                                                          |
| <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 9                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 9 September 2019                                                                  |

## Information about this early years setting

The childminder registered in 2012. She lives near Cheam, in the London Borough of Sutton. The childminder operates during term time, from 9am to 5pm, Monday to Thursday. The childminder provides government funded childcare.

## Information about this inspection

**Inspector**  
Kate Daurge

### Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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