

Childminder report

Inspection date: 30 May 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 arrive happily and settle quickly in the welcoming environment. They demonstrate that they feel safe and secure as the childminder greets them. The childminder is very warm and attentive towards children. She meets their emotional and physical needs very well. Children happily go to her if they need a reassuring cuddle. The childminder is a good role model. She helps children to learn to be kind and respectful to each other and to look after and share their toys. Children behave very well.

Children benefit from an exciting and ambitious curriculum, overall, that follows their interests and helps them to make progress in their learning. For example, younger children confidently match the colour of the cars they play with to the colour of the letters in the literacy box. Children benefit from an array of exciting outdoor learning experiences to develop their knowledge and understanding of the world. They experience communities beyond their own. For instance, children visit the library, play groups and local parks. This helps them to develop confidence in new social situations and make friendships with children who don't attend the setting.

Children are very confident and happy. They show a keen interest in wildlife and the natural world. For example, they visit outdoor spaces where they are watching tadpoles turn into frogs. They also take great care of the local squirrel, who comes to visit the childminder's garden for snacks.

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

- The childminder gets to know children well. She gathers detailed information when they first start, and builds on what they know and can do. The childminder plans a curriculum full of activities that appeal to their interests. For example, children enjoy playing with cars and other vehicles. The childminder extends this interest further by encouraging children to count the wheels and name the colours they can see.
- Children begin to learn about each other's cultural background through activities and books. For example, the childminder has several books that teach children about what makes them unique, and they learn about different cultures and families. This helps their understanding of the diverse world in which they live.
- The childminder has strong relationships with the parents of the children she cares for. Parents speak highly of the service that she provides. The childminder holds regular discussions with them about their children's progress. She shares ideas with them, so that they can support their children's learning at home. The childminder links the curriculum into children's home life. For example, children are about to start learning about horses, after exploring the idea of horse riding

with their siblings at home.

- The childminder regularly evaluates her practice. She reviews activities and completes assessments to ensure that children are motivated, continue to learn and make good progress. The childminder has completed mandatory training and refreshed her child protection knowledge. However, she recognises that increasing her continued professional development will help to expand her knowledge and raise the quality of her education to a higher level.
- The childminder's care practices thoroughly promote children's health, independence and confidence. From an early age, children learn the importance of effective handwashing and healthy eating.
- The childminder plans a varied and interesting curriculum, that reflect the children's interests and help develop some of the skills children need to learn next. However, at times, it is not always clear what the childminder wants the children to learn from planned activities and does not provide sufficient levels of challenge. This means that some children lose interest after a while, which has an impact on their learning.
- Children gain the skills they will need when they go on to school. For example, the childminder helps them to become confident and independent. Children make choices and decisions as they move freely around the play areas and help themselves to resources.
- The childminder uses every opportunity to encourage children to communicate. She uses ongoing commentary as children play. The childminder asks children interesting questions, which extend their learning. Children are confident to express themselves and attempt new words constantly. The childminder responds to what the children have to say in a patient and enthusiastic manner. This contributes to the meaningful conversations that happen throughout the morning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of her role and responsibility in safeguarding children. She understands how to protect children and regularly updates her knowledge and skills in all aspects of safeguarding. The childminder knows what to do if an allegation is made against her and the procedures to follow if she has to report a concern about a child. She supervises children well, ensuring they are always within her sight or hearing. The childminder assesses potential risks to the children when she takes them on outings and takes effective action to minimise these risks.

What does the setting need to do to improve?

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

- focus more clearly on the skills children need to learn and ensure that there is enough challenge for all children, to extend their learning further
- build on professional practice even more to identify areas of development that benefit and extend all children's learning.

Setting details

Unique reference number	EY448580
Local authority	Sutton
Inspection number	10231836
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	7
Number of children on roll	7
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Sutton, in Surrey. The childminder works with her husband, who is also a registered childminder. She offers care from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the provider 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 inspector held a number of discussions with the childminder throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector looked at relevant documents, including paediatric first-aid certificates, qualifications, insurance and suitability checks.
- The inspector took account of written views from parents.

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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