

Childminder report

Inspection date: 31 May 2023

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 enjoy the time they spend with the childminder. They develop close trusting bonds with her and their friends. Children benefit from a varied curriculum and enjoy taking part in activities that are based on their interests. They are safe, happy and settled in the home-from-home environment. Children have regular opportunities to be creative. They enjoy exploring with paints as they decorate their wooden flowerpot. They concentrate and focus as they paint the petals, leaves and pot. Children are beginning to learn that when they mix the colours, they can create new colours. They proudly show off their piece of art to the childminder when they have finished.

Children behave well and play together cooperatively. They take part in a range of routines and activities that encourage sharing and turn-taking. For example, they take turns to select coloured circles from the special spotted bag. This helps to develop and enhance children's knowledge of primary and secondary colours. The childminder has high overall expectations for all children. They make good progress in their physical development. Children benefit from daily opportunities to strengthen their fine motor skills as they decorate bowls with clothes pegs. They manipulate pegs using their fingers and demonstrate good hand-to-eye coordination. This helps to strengthen children's early writing skills.

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

- Children enjoy story times and snuggle up to the childminder as she reads to them. They have access to a good range of books that reflect their interests. The childminder talks to children about what they can see in the pictures. Young children interested in construction vehicles use complex words such as 'jack hammer', 'swinging ball' and 'bulldozer' as they look at the pictures. This supports children to develop a positive interest in books and literacy.
- The childminder gathers key information from parents about their children's interests and abilities when they first start. She completes ongoing observations to assess children's progress and plan for their future learning with knowledge of what they already know and can do. This helps children to make good progress in relation to their starting points.
- Children have positive opportunities to help them learn about various people and communities that differ from their own. For example, they learn about different cultural and religious festivals throughout the year by taking part in fun activities. During the King's coronation, children did lots of baking and took home cupcakes to share with their families. During Chinese New Year, children listened to traditional music and created paper fans. This supports children to be well-rounded citizens who value equality and diversity.
- The childminder effectively plays alongside the children, talking to them as they

play and using effective questions to increase children's learning experience. She further supports children's communication and language through stories and songs. However, children who speak English as an additional language have fewer opportunities to see and use their home language as they play and learn.

- Children have opportunities to develop their knowledge of mathematical concepts. They sing number songs and access wooden spoons with numbers and shapes on them. The childminder further builds on this by using mathematical language during play.
- The childminder encourages children to develop their independence during daily routines. Children help to tidy up after activities and are beginning to try and put on their own shoes and coats. They persevere well at these tasks, and their attempts are verbally encouraged and praised by the childminder.
- The childminder regularly reviews her practice by gaining feedback from parents to help her make positive changes. They are provided with questionnaires that the childminder uses to support her to evaluate the setting. Parents state they are very happy with the childminder's services.
- Although the childminder has a positive attitude towards her continued professional development, she has not considered training to help identify any minor gaps in the planning and implementation of her curriculum for younger children, to extend their learning further.
- Parent partnerships and relationships with other early years professionals where care is shared are effective. The childminder shares information about children's learning, development and progress to ensure all those involved with children provide a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to keep children safe and free from harm. She keeps up to date with current requirements through regular training. The childminder is aware of her responsibility to report any concerns to the relevant agencies. She uses daily routines to help children learn how to keep themselves safe. For example, the childminder gives them clear guidance when they are using knives to cut up their fruit. She carries out regular safety checks on her home to minimise any safety hazards.

What does the setting need to do to improve?

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

- provide meaningful opportunities for children to hear and use their home language as they play and learn
- target professional development more precisely to improve how the curriculum supports younger children to develop their learning to an even higher level.

Setting details

Unique reference number	EY449784
Local authority	Sutton
Inspection number	10288954
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 November 2017

Information about this early years setting

The childminder registered in 2012. She lives in Worcester Park, Surrey. The childminder provides care all year round, from 8am to 6pm on Monday to Friday.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector completed a joint observation. They discussed the learning that took place following the activity.
- The inspector took account of parents' written feedback as part of the inspection process.

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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