

# Childminder report

---

Inspection date: 21 June 2023

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### **The provision is good**

Children are happy and settled in this warm and homely environment. They form secure attachments with the childminder, which helps them to feel safe. Children seek out the childminder for cuddles and affection, particularly when they are tired. The childminder supports children to make choices during their play. This helps children to be confident in leading their own learning and following their interests. As a result, children develop a positive attitude to learning and build on their concentration. They spend a long time at their chosen activities and set challenges for themselves, such as carrying water without spilling it, or writing their name. This helps them to develop motivation to learn and boosts their self-esteem.

The children delight in spending lots of time outside. They take turns to fill up buckets with water and investigate how many cups of water it takes to fill up the bucket. They explore the plants and natural world around them, noticing the details, such as seeds. Children develop their fine motor skills through using tweezers to pick up small objects, collecting them in bowls. The childminder's high expectations for children's independence mean children are willing to have a go, even if things are not easy. They persist with putting on their shoes by themselves and succeed in doing this without any help.

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

- The childminder knows the children well and knows what she would like them to learn next. She offers a balanced curriculum and uses the children's interests to build on what they can already do. As a result, children make good progress and learn new skills.
- Children enjoy looking at stories by themselves, and they take pleasure in retelling stories to each other, as well as looking at the pictures and narrating the stories to themselves. The childminder reads skilfully, making mistakes so the children correct her, leaving gaps for them to fill in the blanks and asking open-ended questions to prompt them to think about the story. This helps children to develop their vocabulary and helps to create a love of reading.
- Children are beginning to learn how to manage their feelings and behaviour. However, sometimes, the childminder distracts children during a disagreement and does not help them to resolve the conflict themselves. She does not always explain the impact of children's behaviour on others. This means that children are not consistently helped to develop a sense of right or wrong.
- The childminder supports the children to lead a healthy lifestyle. She teaches them the importance of eating a variety of fruits and vegetables and provides them with lots of opportunities to try new food. Children are active, both indoors and outdoors. For example, they dance while they enjoy a singing session inside. They build their muscles as they pour water and carry large containers.

This helps them to enjoy being physically active.

- The childminder helps children to be prepared for their next stage of learning. She is clear about what she wants the children to learn before they leave and helps children to practise these skills. She weaves mathematical concepts throughout the daily routine and supports children in counting, asking how many strawberries they can see growing in the garden. This supports children to begin learning to count in preparation for school.
- The childminder knows the importance of continuing her professional development. She networks with other childminders to share good practice. She also completes online training on topics that are relevant to the children she cares for. This allows her to continually improve her already good practice.
- Parents are very complimentary about the childminder. They value her warm and caring attitude. Parents appreciate her support in helping their children develop skills and knowledge, such as around road safety and potty training. The childminder ensures that parents receive daily feedback, which supports their children's development and learning, both at the setting and at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding training is kept up to date and includes wider safeguarding issues, such as breast ironing. As a result, she is able to identify signs and symptoms that may mean a child is at risk. The childminder is confident about what to do if she has concerns about a child and knows how to report these concerns. The childminder regularly risk assesses her environment and reviews it as children's capabilities change. The childminder teaches children how to keep themselves safe. For example, she reminds them not to run around with food in their mouths and encourages them to sit down.

## What does the setting need to do to improve?

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

- support children to understand the impact their actions have on others, to help them to develop a sense of right and wrong.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY468543                                                                          |
| <b>Local authority</b>                             | Sutton                                                                            |
| <b>Inspection number</b>                           | 10289592                                                                          |
| <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 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 14                                                                                |
| <b>Date of previous inspection</b>                 | 29 November 2017                                                                  |

## Information about this early years setting

The childminder registered in 2013. She lives in the Worchester Park area of Surrey and offers care every weekday, from 7am until 7pm. The childminder is qualified to level 3 and provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Selvakumaran

### 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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to and engaged with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact it was having on children's learning.
- The childminder provided the inspector with a sample of key documentation.
- The inspector took account of the written views of parents.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023