

Childminder report

Inspection date: 7 July 2021

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 are happy, settled and safe. They build close relationships with the childminder. The childminder has high expectations for children's learning and development. She uses her in-depth knowledge of their current skills and abilities to plan exciting, high-quality activities that meet their individual needs. For example, children learn about how objects can be arranged to make different shapes, while they explore sensory materials. Children show that they understand how to interact safely with pets as they ask the childminder if they may pet her cat. They approach the cat with care and gently stroke her back, talking about how 'soft' she feels and how she responds to their touch.

Children are exceptionally well behaved. They demonstrate high levels of mutual respect for each other and the childminder. Children take turns, independently share and discuss ideas of what to do next in their play.

In response to the COVID-19 (coronavirus) pandemic, parents are not currently able to enter the setting. The childminder has increased the use of electronic communication, such as sharing images and using social media outlets, to share children's experiences with the parents.

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

- The childminder has a secure understanding of what children already know and can do. She gathers information from the parents when children first start and uses this to inform her ambitious, child-centred curriculum. Through continuous observation, the childminder reviews how well children are developing. This allows her to adapt and extend activities to provide extra challenge where needed. As a result, children make good progress in their learning.
- The childminder supports children's communication and language skills very well. She consistently encourages children to talk about their play. For instance, when exploring the sensory tray, the childminder introduces words such as 'slippery' and 'tricky' to describe what is happening. The childminder recognises that some children need additional support with their speech. She teaches them simple signs and gestures to allow them to communicate with her.
- Children of all ages play well together. Older children are understanding of the needs of the younger children and give them time to play at their own pace. Younger children learn how to solve problems from the older ones. For example, there are times when they become frustrated because their toy car is stuck in the garage. The older children demonstrate and guide them in how to get it out. This supports children's understanding of how to manage their feelings.
- The childminder teaches children about professionals in the local community who can help them. She uses their interests in fire engines to talk about fire

safety and how fire fighters can help them if they are in danger. In addition, the childminder and children talk about how the characters from their play would get out of the house safely if there was a fire. The childminder also teaches children how to recognise a police officer and to speak to them if they are lost or need help. This develops children's understanding of how to keep themselves safe.

- Children have access to a wide range of resources and can freely choose what they want to play with. At times, the learning environment is disorganised, which limits some children's ability to explore the full range of resources.
- Parents are very complimentary about the childminder. They value the information that is shared with them and feel involved in their children's learning. Parents share how they have seen a significant development in their children's speech and communication skills since attending the childminder's setting.
- The childminder accesses extensive training opportunities to develop her skills. She has completed training courses which enable her to effectively extend her curriculum for children who may have additional needs. As a result, children with special educational needs and/or disabilities are well supported in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder promotes children's safety and well-being effectively. She demonstrates a secure knowledge and understanding of when children might be at risk of harm and how to respond to this. Additionally, there are clear procedures in place should an allegation be made against her or a member of her family. The childminder has completed training to extend her understanding of the 'Prevent' duty. There are robust risk assessments, including for her pets. Children are encouraged to take appropriate, well-managed risks in their play, with support from the childminder. There are sufficient means of recording accidents and incidents.

What does the setting need to do to improve?

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

- consider how the learning environment is presented, to allow even further opportunity for children to discover new interests and engage with the full range of resources available to them.

Setting details

Unique reference number	EY482511
Local authority	Sutton
Inspection number	10201212
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	0 to 7
Total number of places	5
Number of children on roll	5
Date of previous inspection	24 August 2016

Information about this early years setting

The childminder registered in 2014. She lives in Carshalton, in the London Borough of Sutton. She offers funded early education for two-, three- and four-year-old children. The childminder operates Monday to Friday, all year round. She holds an appropriate qualification.

Information about this inspection

Inspector

Danny Lydon

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents spoke to the inspector and shared their views.
- The childminder and the inspector completed a learning discussion together.
- The inspector observed the children at play and their interaction with the childminder.
- The childminder and the inspector completed a joint observation of children's learning together.
- The inspector reviewed documentation relevant to 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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