

Childminder report

Inspection date: 6 July 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 are happy, safe and contented learners. The childminder provides a stimulating, home-from-home, calm environment that helps children to develop a strong sense of belonging. Children are keen to participate in planned activities. For example, they eagerly demonstrate their increasing creativity as they use various flavoured teabags to mix colours and flavours. They add flowers and other special ingredients to create a range of potions. The children take part in daily visits and outings to enrich their knowledge of the natural world, such as trips to the woods to collect objects. These visits help to broaden children's experiences and help them to learn more about the area where they live.

Children behave well and are very sociable. They form trusting early friendships with the childminder and their friends. The childminder has high expectations of what they can achieve. Children benefit from social experiences, such as attending weekly story and rhyme time sessions at the local library. They are encouraged to foster a love of books and reading. Children learn key skills which include sharing and negotiation with a wider range of friends and adults. They are well equipped with the skills and attributes required to support them in their eventual move on to school.

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

- Children learn about mathematical concepts as they access tape measures in the role-play area. Older children demonstrate a good knowledge of number recognition as they identify numbers meaningful to them. They concentrate intently as they count to 12 when they select flowers to add to their potions.
- The childminder develops positive partnerships with other professionals where care is shared. For example, she works with them to support children during times of transition.
- The childminder promotes children's knowledge of good hygiene procedures. Children understand the importance of washing their hands before mealtimes. They benefit from a variety of healthy meals and snacks and access their drinks throughout the day.
- The childminder completes regular observations and assessments of children's development and learning. She uses the information gained to identify and address any gaps and next steps in their learning. This helps children to make good progress in their development.
- The childminder supports children to learn many skills for their future lives at school. For instance, she encourages children to manage tasks independently and to take care of their personal care needs. This includes putting on and taking off their own shoes and dressing-up clothes.
- The childminder is skilled in supporting children to cope with the anxiety of

starting nursery. She looks at books with the children to share stories of other characters who are experiencing the same emotions. This provides children with the space and opportunity to speak openly about their fears and learn strategies to cope with them. For example, taking deep breaths and telling a trusted adult about how you feel.

- Partnerships with parents are effective. The childminder forms good relationships with parents. She frequently discusses children's progress with them, such as information about children's next steps. The childminder gives valuable advice on how to support home learning, behaviour and toilet training. Parents are very positive about the care their children receive. They appreciate the quality of the activities, the outings and the regular communication from the childminder.
- The childminder is committed to her ongoing professional development. She attends regular training to enhance her knowledge of children's needs and development. This helps her to improve her curriculum and maintain a good quality service.
- Children's communication and language is fostered well by the childminder, who continually engages children in meaningful discussions and extends their vocabulary. For instance, children are introduced to new words such as; 'echinacea', 'camomile' and 'stewed' as they create potions with teabags. As a result, children are becoming confident and skilful communicators.
- Children develop good literacy skills appropriate to their age of development. For example, they practise writing their names on their own work. However, they have fewer opportunities to listen and learn about the sounds that letters make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities to safeguard children. She knows the signs and symptoms which may indicate a child is at risk of harm. She regularly updates her training to support her understanding of child protection and wider safeguarding concerns, including female genital mutilation and radicalisation. The childminder knows how to respond if she is concerned that a child is at risk of abuse or neglect. She carries out regular risk assessments of her home and garden to ensure she provides a safe environment for children to play.

What does the setting need to do to improve?

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

- increase opportunities for children to link letters to sounds to build on their early literacy skills further.

Setting details

Unique reference number	EY483719
Local authority	Sutton
Inspection number	10231953
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 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	17 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Sutton, Surrey. She operates her service, from 7.30am to 6pm, Monday to Friday, throughout the year, apart from bank holidays and family holidays.

Information about this inspection

Inspector

Trisha Edward

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 setting.
- 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 together.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.

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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