

Childminder report

Inspection date: 9 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children learn through play, and benefit from a safe, calm and stimulating environment. Children are keen and excited to explore the varied and appropriate activities on offer to them. The childminder accurately assesses where children are in their development and what their next steps in learning should be. She is flexible in her planning to meet the needs of children and follows their interests with enthusiasm. The childminder sensitively makes links in learning for children, moving between activities that develop children's ideas and thinking. Books feature highly in the provision and are accessible for younger children to choose at any time.

Partnership with parents is very effective. Parents like the daily communication which enables them to see children's high levels of involvement during play and allows them to follow their child's progress in learning. The childminder sets out very high expectations around behaviour, and teaches children to be respectful of each other and others in the community. Older children attending the setting after school, eagerly play with and help younger children. Routines within the provision support children's independence and sense of working together for everyone's benefit. Older children happily get involved in the preparation of supper by chopping vegetables, and everyone has the task of helping to tidy up. Children have a strong sense of belonging and know they have a voice in this provision.

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

- Children benefit from the childminder's excellent knowledge of the early years curriculum. She has attended many different courses to support her practice and has high expectations for children to be happy and to achieve what they set out to do.
- The childminder participates fully in activities within the community and is inclusive in her practice. Children are taken out most days, even if the weather is wet. They go to the shops, the park, toddler group and to the library for soft-play and rhyme times.
- Children have a can-do attitude, resulting in them being confident and self-motivated to learn. They ask questions and engage in conversation, so they have a strong sense of being valued and listened to.
- The childminder is aware of stages of development and accurately assesses children's next steps in learning. She sets up interesting activities so that children can be problem-solvers and be involved in their learning.
- Conversations between the adult and child are rich, stimulating and support the development of children's thinking skills. The childminder asks open-ended questions, creating stimulating play situations that encourage children to make links in their knowledge.

- The childminder needs to continue building children's vocabulary through books and stories, using opportunities to explore and explain the meanings of some words.
- The childminder has a very clear vision that sensitively encourages children to respect each other, be polite and to share with others. She is a very positive role model and children show consistently high levels of good behaviour. Children are actively taught to show respect to others who help us in the community. Children know what is right and wrong and their behaviour is exemplary.
- Children are encouraged to be independent in their personal care, with reminders to younger children to use the toilet and to wash their hands. The childminder offers healthy snacks, and children know what foods are healthy and that physical exercise is important for their fitness and well-being.
- The childminder is aware of the need for children to be kept safe online. Therefore, she does not allow children to access the internet during their time at the provision. Collectively, children might look up information with the childminder, but are not allowed access to phones or screens.
- The childminder provides a stimulating, safe and comfortable environment which supports all children to flourish. Children are well prepared to move on to the next stage in their education.
- The childminder's safeguarding policies and practice are thorough, and she knows who to contact within the local authority if she suspects a child is not safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has current and enhanced training and knows what signs to look for that might indicate a child is not safe, and who to contact if she has concerns. She is aware of potential risks associated when children use computers and go online. She has applied restricted access to the internet, explaining to the children the need to stay safe. Children know how to keep safe within the provision and why it is important to tidy away toys, wash their hands before eating and not to open the front door. Children know about fire risks and what to do in an emergency.

What does the setting need to do to improve?

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

- use words in books to further expand children's vocabulary.

Setting details

Unique reference number	EY455748
Local authority	Sutton
Inspection number	10075313
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	2 to 8
Total number of places	4
Number of children on roll	0
Date of previous inspection	15 April 2016

Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Sutton. She operates from Monday to Friday during term time only.

Information about this inspection

Inspector

Heather Rick

Inspection activities

- The inspector observed interactions between the childminder the child during the inspection.
- The inspector took account of parents' views through the childminder's website.
- The inspector viewed a range of documentation, including training certificates, observations of children's learning, progress checks for children aged between two and three years, self-evaluation of the provision and planning sheets.
- The inspector held discussions with the childminder about her knowledge of the early years curriculum and how to support children's progress effectively.
- The inspector carried out a joint observation of a young child at the setting.
- The inspector observed a range of activities inside and took account of the activities offered outside.

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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