

Childminder report

Inspection date: 21 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children form warm relationships with the childminder and her assistant and show that they feel happy and secure. The childminder works closely with parents when children first start to get to know children and support their needs. Children have ample time to settle in, with their parents staying with them during this time. The childminder uses this time to gather detailed information about the children.

Children behave well. The childminder and her assistant teach children to be kind and respectful. They have clear rules and boundaries in place so that children know what is expected of them. For example, they encourage children to remember to say 'please' and 'thank you' and explain in detail how to take turns.

Children benefit from a wide range of resources. They are self-motivated and confidently lead their own play. For example, they delight in making a 'pizza' in the role-play area. The childminder and her assistant know children well. They know children's interests and plan activities based on these to extend children's learning further.

Children have frequent opportunities to explore and learn about the natural world. They show fascination and joy in the large garden, which they spend a great deal of time in. For example, younger children are curious about the bees they spot, showing a good understanding of how to be gentle and interested at the same time.

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

- Children enjoy being physically active. Younger children, who are still developing their balance and coordination, skilfully climb the stairs of the climbing frame, proudly ringing the bell at the top when they do. Children move around the garden with ease, carefully carrying bowls of sand from the sandpit to the role-play kitchen, to create 'food' with.
- The childminder helps children to learn about different people and communities. For example, she provides a range of activities to reflect various religious and cultural events throughout each year. She ensures that children have a broad range of experiences, which help them to learn about and feel part of the wider community. For instance, children attend playgroup with the childminder and her assistant and enjoy regular outings to the local museum and library.
- The childminder has very positive partnerships with parents. Parents feel that their children are part of a 'family' during their time at the setting. They are pleased with the communication they have with the childminder and feel involved in their children's learning.
- Children are strong communicators. The childminder listens to children's

comments and questions them effectively to enhance learning. She uses every opportunity to encourage them to use new words or make observations. For example, younger children carefully listen as an aeroplane flies over them in the garden and they confidently say what they have heard. The childminder engages in meaningful conversations with children, showing genuine respect for their ideas and opinions.

- The childminder is dedicated in her aim to ensure children achieve the best possible outcomes. She plans a broad range of activities that are designed to provide challenge for children. However, on some occasions, the childminder is not as precise as she could be about what she wants individual children to learn from the activities. This means it is harder to assess if children's learning has been embedded.
- The childminder prioritises children's emotional well-being. Children develop good levels of self-esteem and confidence. The childminder and her assistant encourage children to be independent and develop resilience. For example, younger children confidently feed themselves at lunchtime and make choices about what type of fruit they would like to eat. Children move around the environment with ease, choosing which activities they would like to explore.
- The childminder supports children's understanding of a healthy lifestyle. She spends time creating healthy and nutritious meals for the children. Children learn how to look after their teeth and which foods benefit the body. They spend plenty of time outdoors and have good levels of physical exercise and fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant work to ensure that their home is clean, safe and well maintained to ensure children can play and explore safely. They undertake regular checks of all areas and use equipment, such as safety gates and barriers, to restrict young children's access to high-risk areas. They keep their child protection knowledge up to date and relevant and implement a robust safeguarding procedure. They are aware of the indicators that may suggest that a child is at risk of harm and are confident at reporting any concerns they have. The childminder knows how to respond if an allegation is made against her or her assistant. She maintains accurate records of attendance and records relating to children's health.

What does the setting need to do to improve?

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

- strengthen the curriculum intentions to focus more sharply on children's individual learning needs.

Setting details

Unique reference number	2552381
Local authority	Sutton
Inspection number	10232045
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Sutton. She works alongside her husband, who is her assistant. She operates throughout the year, from 8am until 6pm, Monday to Friday. She is eligible to provide funded early education for children aged three and four years. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Laura Rathbone

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 this into account in their evaluation of the setting.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of the education being provided, both indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector read written accounts from parents and took account of their views.
- The childminder and the inspector carried out a joint observation of an activity.
- A range of documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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