

Childminder report

Inspection date: 18 November 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 enjoy the time they spend with the childminder and her co-childminder. They are happy, relaxed and safe in her care. Children access a stimulating curriculum. They have daily opportunities to develop an understanding of their local community and wider world. Children learn about people from other countries and some of the festivals and special occasions other people celebrate. They have fun dressing up, reading stories and doing craft activities relating to a special occasion. For instance, children are keen to use glue, tissue, crepe paper and glitter to create Christmas decorations. Their work is displayed on the walls of the playroom, which provides children with a sense of belonging and achievement.

The childminder has high expectations of children and acts as a positive role model. This has a positive impact on the children, who behave well and show a good understanding of manners, rules and boundaries. Children confidently say 'please' and 'thank you' to the adults and each other without prompting. Younger children say 'pardon me' when they hear someone burp. They are supported to respect their surroundings as they take off their shoes when they come inside and eagerly help to tidy up toys.

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

- Children's communication is promoted well. They effectively develop and extend their vocabulary as they listen to stories and have meaningful conversations with the childminder.
- The childminder has high expectations for children's learning. She, along with her co-childminder, encourage children to develop their knowledge of mathematical concepts. For example, children use sand timers to help them to understand the concept of time during toothbrushing activities. Older children show that they can recognise colours and shapes as they confidently slot inset puzzle pieces into the correct place. The childminder showers younger children with words of encouragement as they concentrate, turning puzzle pieces around to check where they fit. This helps them to persevere to competently complete the inset jungle puzzle.
- Children's physical development is fostered well. The childminder provides daily opportunities for children to access fresh air and exercise in the well-resourced outdoor area. Children skilfully use their hands and feet to climb up the climbing wall and rope ladder.
- The childminder, along with her co-childminder, organise the environment well to enable children to make independent choices about their play. However, at times, during adult-led activities, the childminder takes over and this can limit children's chances to take on active roles.
- All children are developing a positive understanding of a healthy lifestyle and

being independent. For example, they read stories about visiting the dentist and use toothbrushes to clean dirt off images of teeth. Children know the importance of brushing their teeth twice a day for three minutes. Older children pour out their own drinks from jugs at mealtimes and put on their own shoes and coats. This supports children to be able to meet their own self-care needs in preparation for starting school.

- Partnerships with parents are effective. The childminder keeps parents updated about their children's learning through daily discussion and online systems. Parents can access photographs and assessments to keep them updated of their child's progress. This helps support parents to promote and continue the children's learning at home. Parents speak very highly of the quality of care and education provided by the childminder and her co-childminder.
- The childminder, along with her co-childminder, evaluate their practice throughout the year. They identify areas where they can improve their activities and service. After completing a setting audit, they have identified the need to improve their technology resources. The childminder makes good use of training to enhance her professional development. For example, she has completed courses on 'oral health', 'heathy eating in the early years' and 'get moving, get heathy', all of which help to improve outcomes for children.
- The childminder works well in partnership with other early years settings where care is shared. For example, she shares information about children's care and development to help promote positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding, including child protection. For instance, she knows how to identify signs and symptoms that may indicate that a child may be at risk of harm. The childminder is aware of the correct procedures to follow and who she must report concerns about a child's welfare to. She is aware of her responsibility for reporting any allegations made against her, her co-childminder or any other member of her household. The childminder supports children to learn how to keep themselves safe. They engage in discussions about road safety to teach children how they can keep themselves safe when on outings.

What does the setting need to do to improve?

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

- review the organisation of adult-led activities to allow children to be more active and independent.

Setting details

Unique reference number	EY443179
Local authority	Sutton
Inspection number	10235687
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 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2012. She works from her co-childminder's home located in Carshalton in the London Borough of Sutton. She cares for children Monday to Friday, from 7.30am to 6.00pm, except for 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 the home used for childminding and explained how she and her co-childminder organise 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, the co-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.
- The inspector took account of parents' written feedback as part of the inspection process.

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

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