

Childminder report

Inspection date:

21 June 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children chatter happily as they arrive at the setting at the end of their school day. They thrive in the care of this dedicated childminder, who provides a safe and nurturing environment. For instance, children eagerly tell the childminder about their day. Children have lovely bonds with each other. Younger children giggle and squeal as older children play with them and chase them.

Children show that they feel confident and settled as they choose from a wide range of exciting activities on offer. They have very positive attitudes towards learning and are often deeply engrossed in their play. For example, children work together in a group to make their own set of playing cards, so that they can play a game together. The childminder gives children lots of encouragement as they play and learn. For instance, when children who are usually fearful of animals give the family pet treats, the childminder gives them high praise. Children beam with pride as the childminder tells them that she is proud of them.

Children behave very well and the childminder is an excellent role model for them. Children show that they can share resources and take turns independently. When children think they have upset a friend, they quickly apologise. There is a calm atmosphere that promotes children's emotional well-being.

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

- The childminder is passionate about providing high quality and inclusive care for children. Her main aim is to ensure that children are happy, have fun and help them develop the skills they need for school and life. For instance, during a fire drill, the childminder encourages children to share their ideas and think critically by listening to children and asking them open-ended questions.
- The childminder has high expectations for children's behaviour. She teaches children to be kind and considerate to each other. For instance, she helps children consider each other's feelings when they have disputes. This helps them begin to learn how to manage their behaviour independently.
- Children's emotional development is very well supported. The childminder engages positively with all the children at the setting. Children are confident to talk about their emotions and the childminder is quick to support them with this. For instance, when children tell the childminder they feel anxious, the childminder talks to them and gives suggestions about what they could do. This immediately relaxes children and they are able to continue to play and learn.
- The childminder helps children learn about similarities and differences between themselves and others. She talks to children about celebrations they have at home and holidays abroad. Children learn about a variety of events that take

place in their community. For instance, children say that they enjoyed celebrating national curry week at the setting. This supports children's learning about diversity in modern Britain.

- Partnerships with parents are very strong. Parents say that their children have a 'home-from-home' experience at the setting. Parents also say that communication is 'fantastic' and that their children are safe at the setting. Parents are particularly happy that their children learn how to cross the road with daily practices. They feel that this is very important for children who will move on to high school soon and begin to walk home alone. There are systems in place for parents to provide feedback on the setting and to help the childminder monitor, evaluate and develop her practice.
- The childminder engages with school staff to find out about children's days and the experiences they have had. She also finds out information about children's learning. This supports the continuity of care and learning.
- The childminder promotes children's independence. All children have multiple opportunities to develop their independence. They are responsible for their coats and bags and pour their own drinks. Older children take meals to younger children, younger children get their own snacks and all children help tidy up at the end of the day.
- The childminder keeps up to date with her mandatory training courses, such as safeguarding and paediatric first aid. She also commits to her professional development and has completed several online training courses. This supports her to reflect on her practice and provision, and bring about positive change that improves the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully committed to keeping children safe. The childminder uses excellent strategies to help children learn about risk and how to keep themselves safe. Children have regular fire drills and talk about what they would do in the event of a fire and why. Children also learn what to do if the childminder is hurt and not able to look after them. They are clear about what they would do and who to call for help. The childminder has recently completed her safeguarding training and understands her responsibilities. She is clear about the signs she might see if children are at risk and who to report it to. Risk assessment procedures are robust and the childminder checks the environment daily to ensure it is safe for children.

Setting details

Unique reference number	EY349973
Local authority	Sutton
Inspection number	10289488
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	4 to 11
Total number of places	6
Number of children on roll	20
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 2007 and lives in Sutton, Surrey. She operates on Monday to Thursday from 3pm to 6pm during term time and from 8am to 6pm in the holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The inspector undertook a learning walk around the setting with the childminder. The childminder explained the activities and resources offered to children to the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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