

Becerra-Nunns, Tuba

Unique reference number (URN): 2762485

Address: 53 Poulton Avenue, Sutton, SM1 3PZ

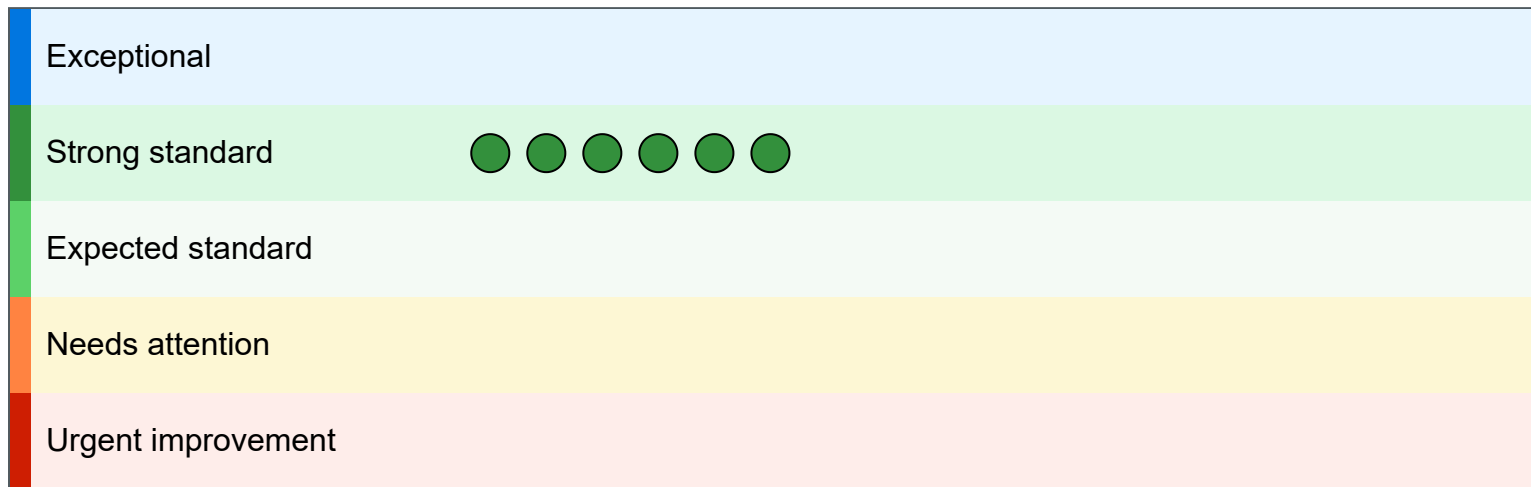
Type: Childminder

Registered with Ofsted: 04/12/2023

Registers: EYR, CCR, VCR

Registered person: Aydogdu, Tuba

Inspection report: 18 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children demonstrate high levels of engagement, resilience and perseverance as they learn. They consistently achieve developmental milestones and make rapid progress from their starting points, across all areas of learning. Children are confident in their speech, ask inquisitive questions and have firm social skills. They discuss their birthday and delight as they share personal stories from home.

Children develop successful foundations for their next stage of learning, for instance, when going to school. Children with any barriers to their learning are equally well supported and make excellent progress. They show competence in hygiene skills and independence as they happily complete tasks for themselves. Children show a love of reading and engage in story telling alongside imaginative play. They follow simple instructions and add resources to activities as they sustain their attention. Children use early mathematics throughout their play. They count using their fingers, recognise and compare numbers in the environment. Robust physical skills are built during active play using trampolines, slides and bicycles. This further supports their practical skills for the future.

Behaviour, attitudes and establishing routines

Strong standard ●

Children demonstrate excellent behaviour and positive attitudes towards their learning. The childminder provides a safe, nurturing environment and consistently offers age-appropriate support. When children face minor challenges, the childminder provides words of encouragement. For instance, when children say they can't do something, the childminder responds with 'there's nothing you can't do yet, let's try together'. Relationships with the childminder are warm and respectful and she has high expectations for all children's learning. This supports children's can-do attitude and confidence.

The well-structured environment supports children to embed routines. Children tidy away resources with minimal prompts. They wash their hands before meals and find a book before rest time. This helps promote children's self-care skills and independence. Children use excellent manners as they engage with adults and peers. They thank adults for cooking and comment that the food tasted lovely. They play cooperatively, share toys and communicate they are happy to share once they have finished playing. This supports them to manage their emotions, especially in social situations.

Attendance is consistently high. The childminder has robust procedures for monitoring progress. She has excellent relationships with parents and carers and supports them to understand her expectations for regular and punctual attendance. The childminder provides advice for parents on development and habits, such as sleep, behaviour and toilet training. As a result, children receive consistent routines which supports their growing self-esteem and increasing self-regulation.

Children's welfare and wellbeing

Strong standard 

Children's health and physical and emotional wellbeing are prioritised. The childminder knows family backgrounds and circumstances, which supports her to remove any barriers to learning. She has created a calm home-from-home setting, with high expectations. This supports children to learn about their personal safety. Children know they can rest if needed and go to quiet spaces to support their regulation. The childminder offers reassurance and helps children to express their emotions. Children make connections between emotions and behaviours and show an understanding of how others may be feeling. For instance, children describe how the ladybird might be feeling in a story.

Children benefit from opportunities to develop their physical health and demonstrate a firm understanding of making healthy choices. The childminder provides valuable teaching on the benefits of the food they eat. Children eat freshly prepared, nutritious meals, and they grow, wash and cook their own vegetables. During play, they discuss why broccoli is better to eat than sugar, as the childminder explains how certain foods are 'good for their brains'. Outdoor experiences support children to be physically active and get fresh air every day, supporting their overall wellbeing.

Curriculum and teaching

Strong standard 

The childminder plans a very ambitious curriculum that has a clear intent for building children's knowledge and skills. Key areas of learning are firmly embedded throughout all activities and reflect the age, and individual stages, of children that attend. There is high priority given to children's communication and language. The childminder models excellent listening skills and gives children time to share and ask questions. She consistently repeats and introduces new vocabulary and encourages children to use descriptive language. There is a language-rich environment with a diverse range of books. The childminder reads with enthusiasm, which keeps children engaged and supports their growing communication very well.

Teaching of early mathematics is naturally included in play. Children count objects in stories and problem-solve as they work out how many plates and cups are needed for lunch. Children engage in meaningful outdoor experiences, where they thrive in the natural environment. They show independence and confidence as they navigate space, ride balance bicycles and tools for digging. The childminder uses robust assessment to identify and rapidly close any gaps in children's knowledge. She sequences learning to help children to recall and build on what they know. She continuously monitors and adapts her teaching to remove any barriers to learning. Children seek out the childminder for support and are encouraged to share their emotions and acknowledge how they feel. This supports their overall personal, social and emotional development.

Inclusion

Strong standard 

The childminder demonstrates a passionate commitment to inclusion. She creates a warm and inviting environment where every child is valued and included. Children's differing backgrounds and experiences are celebrated meaningfully through books and role-play resources, which supports all children to develop a sense of belonging. The childminder

uses her robust knowledge of child development to identify and assess needs and help all children progress rapidly from their starting points. She builds strong relationships with children so she can remove any barriers to learning. She has established solid links with schools and the local authority, which supports children to smoothly transition on to school.

The childminder has a positive attitude to her professional development around inclusion. She attends a range of training courses and receives the most up-to-date information. The childminder understands and uses a tailored approach to support children with special educational needs and/or disabilities, where appropriate. This enables her to recognise emerging needs early and have collaborative discussions with parents and carers. She puts targeted support in place, works closely with other professionals and consistently reviews the impact of support. As a result, all children are celebrated and thrive in their development.

Leadership and governance

Strong standard 

The childminder shows commitment to delivering an inspiring curriculum. She ensures her professional knowledge is carefully aligned to children's individual needs. She enhances her skills through regular training and webinars, for example. This has a direct impact on teaching quality and supports her passion to provide the best possible care to children and families. The childminder regularly evaluates her practice and is clear on her priorities. She continuously observes children and makes thoughtful adjustments to ensure they all benefit from an ambitious curriculum, including those who face barriers to their learning.

The childminder has established excellent relationships with schools, other childminders and the local authority. This supports her to ensure children receive timely support, if needed, and are ready for transitions to school. Procedures are implemented extremely well which ensures children's wellbeing at all times. The childminder has clear and regular communication with parents, regularly sharing children's progress and working collaboratively with them.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children are happy and thrive in the calm, home-from-home environment. They settle extremely quickly and have built secure, trusting relationships with the childminder. She encourages children to express how they feel and consistently offers praise. This supports them to feel safe and emotionally secure. Children explore the inspiring environment and engage in highly-stimulating activities that promote individual progress across the areas of learning. They develop their imagination as they make cups of tea and care for dolls. They show excitement during interactive singing sessions as they dance and pop bubbles.

Routines are embedded and consistent. Children show excellent independence during mealtimes and help clear their plates when finished. They demonstrate pride as they put on their 'wellies' and show a growing awareness of self-care habits. Children use fantastic vocabulary in their communication and the childminder helps to foster a love of books. Children learn about how to grow vegetables and develop a firm understanding of healthy choices. They embed early mathematics skills as they count and compare spots on ladybirds with competence.

Children develop resilience as they explore the natural outdoor environment every day and engage in forest-school sessions. They show high levels of motivation and engagement as they play in the mud kitchen and sand pit. The childminder has created a respectful atmosphere where children show kind behaviour and genuine care for one another. They share toys and invite others to join their play. This supports children's growing social skills as they build friendships. The childminder monitors children's progress and works closely with parents and carers to identify starting points and promote regular attendance. She uses

Careful observation to tailor children's learning to their interests and developmental stage and helps remove any barriers to learning.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children and those with special educational need and/or disabilities
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About this inspection

The inspector spoke with the childminder and children during the inspection.

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.

Inspector:

Tania King

About this setting

Unique reference number (URN): 2762485

Address:

53 Poulton Avenue
Sutton
SM1 3PZ

Type: Childminder

Registration date: 04/12/2023

Registered person: Aydogdu, Tuba

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 18 March 2026

Children numbers

Age range of children at the time of inspection

2 to 2

Total number of places

6

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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