

Childminder report

Inspection date: 4 March 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children have warm, nurturing relationships with the childminder. They settle quickly and feel secure because the childminder values each child highly as an individual. Children's interests are catered for in the activities she provides.

Children take part in a broad variety of stimulating experiences. For example, they carefully balance bricks on top of each other to create their own structures. The childminder extends their thinking by showing them other pieces to consider, which they add to their designs. This supports their imaginative development and small-muscle skills. Children gain an understanding of the world. For instance, they play with large life-like dinosaurs. Children learn the names of the dinosaurs and the childminder talks to them about how the dinosaurs lived. Children learn to take turns. They play organised games with the childminder where they learn to wait for their turn. Children understand the high expectations the childminder has for them. They learn to behave well because the childminder pays attention to the context and reason for their behaviour and uses positive strategies to help children to act in positive ways.

Children benefit from a curriculum that is interesting and securely based on the areas of learning. They gain valuable skills in preparation for school.

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

- The childminder implements her curriculum thinking through interesting activities based on what children need to learn next. Children enjoy the experiences very much. They have suitable levels of challenge in activities. All children, including those with special educational needs and/or disabilities (SEND), make good progress.
- The childminder supports children's creative development well. For instance, children enjoyed making blue painted footprints on paper to design an underwater scene of fishes. This was a good extension to children's learning because the activity was linked to a child's recent trip to the London Aquarium.
- The childminder teaches children good early mathematical skills. For example, children learn to sort and group objects as they sort out freshly laundered clothes. The childminder teaches children to count securely as they play with and count different objects, such as bricks.
- Children gain good understanding and respect for difference. For example, the childminder has multicultural dolls, puzzles and other toys and resources. She reads stories to children which contain multicultural characters and promote gender equality. Children learn to accept and respect different genders, cultures and religions.
- Children develop good physical skills. The childminder takes children to the local

park where they climb across frames, run freely and play throwing and catching games. Children develop good small-muscle skills, for example by taking part in a range of creative activities such as painting with a paintbrush.

- The childminder helps children to gain good communication, language and literacy skills. For example, she reads a variety of stories to children and teaches them new words. She listens to their comments and questions children effectively. The childminder sings songs and nursery rhymes with children, where they develop awareness of rhythm and rhyme.
- The childminder provides good support for children with SEND. She works in close partnership with parents and shares information regularly. The childminder devises activities to meet the children's needs to promote best outcomes for children.
- The childminder has good partnerships with parents. She talks to parents each day to give them feedback on children's care, activities and progress. The childminder helps parents to support children's learning by suggesting activities to do at home.
- The childminder is committed to her professional development. For instance, she has attended a range of courses, including a course on supporting children with SEND.
- Children learn to do things for themselves. Older children wash their hands independently and put on their shoes and coats. The childminder supports younger children to gain these skills. All children help to tidy up after play.
- The childminder provides children with freshly prepared healthy meals and snacks. However, she has not fully developed her curriculum thinking to include ways for children to learn about the value of eating nutritious food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust approach to children's safety. She is aware of the possible signs and symptoms that could indicate that a child is at risk of abuse. The childminder has full knowledge of the procedures to follow to report her concerns. She knows the relevant agencies to refer any concerns to protect children from harm. She is alert to any indications that may suggest that a child is at risk of radicalisation in response to extreme views and behaviours. The childminder prioritises children's safety. She checks all parts of her home, toys and resources to ensure that they are free from hazards.

What does the setting need to do to improve?

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

- develop the curriculum to provide more ways for children to learn about the value of healthy routines.

Setting details

Unique reference number	138083
Local authority	Merton
Inspection number	10138136
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 1988. She lives in Morden, in the London Borough of Merton. The childminder provides care for children from Monday to Friday, 7.30am to 6pm, during term time only. She closes on public bank holidays. The childminder has an appropriate qualification in childcare at level 3.

Information about this inspection

Inspector

Jenny Beckles

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 inspector observed an activity and evaluated this with the childminder.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the interaction between the childminder and children and discussed children's progress.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022