

Childminder report

Inspection date:

7 November 2023

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

The childminder is emotionally warm and responsive towards children. She ensures that her home is safe and welcoming, with familiar toys and routines to help support children's sense of belonging. This helps children to settle quickly. Children form strong attachments with the childminder and develop secure foundations on which to build their learning. For example, toddlers enjoy reassuring cuddles with the childminder when they wake from a nap. They then feel confident to go off and explore the resources independently. The childminder is a good role model and provides clear guidance about the boundaries and expectations for children's behaviour. Therefore, children behave well and learn to treat others with care and respect.

The childminder provides a broad curriculum for children and is ambitious for what they can achieve. She accurately assesses children's development and provides extra support where needed. This helps all children to make good progress. The childminder understands the importance of healthy lifestyles for children to support their overall well-being and development. She helps children to adopt positive habits, such as washing their hands before meals and exercising regularly. Children show that they enjoy these healthy routines and practices. For example, they enjoy eating fruit for their snacks and head eagerly into the childminder's garden for active outdoor play.

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

- The childminder regularly renews mandatory training to help her to promote children's welfare and safety. She works closely with her co-childminder and together they discuss activities and share examples of good practice. They regularly review their provision to meet the different needs of the children who attend. For example, the childminder recognises that babies benefit from playing on their tummies to help build their core strength for sitting and crawling. She then ensures that there are safe spaces within the play areas to support this type of play for babies.
- In general, the childminder implements her curriculum well. She understands how to sequence children's learning effectively so that they continually build on what they know and can do. For example, the childminder helps children to develop and practise a wide variety of physical skills. This helps children to progress well with their physical development. Children learn to control their large- and small-muscle movements, such as during yoga activities and their exploration of 'messy' play materials.
- Children access a wide variety of interesting learning experiences. They benefit from the childminder's support and encouragement, which help them to enjoy their learning and feel positive about what they can do. For example, children

ask the childminder to sing their favourite songs. They join in enthusiastically and perform the actions, as they pretend to hop like bunnies and twinkle like stars.

- The childminder values children's uniqueness and ensures that they feel represented and included. For instance, she finds out about any special words that parents use with children at home so that she can incorporate them into her interactions with children. This supports children's communication and adds to their sense of belonging. However, the childminder does not consistently help children to learn more about people and communities outside of their own experiences.
- The childminder recognises the important role that parents play in their children's learning. She regularly shares information about children's development so that they can support their progress together. For example, the childminder tells parents about the songs, rhymes and books that their children enjoy at her setting. She encourages parents to share these with children at home. Therefore, children benefit from enhanced opportunities to hear and practise using new words to support their developing language skills.
- Parents appreciate the love and care that the childminder provides for children, which helps to nurture their confidence and self-esteem. They recognise the role she plays in shaping their children as individuals. For example, parents describe how their children have become more sociable and independent since attending the childminder's setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding training. She is knowledgeable about the signs and risks of child abuse and knows who to report to if she is concerned about a child's welfare. The childminder understands the procedures she must follow if there is an allegation made about herself or her co-childminder. She has clear policies and procedures in place to underpin her safeguarding practice. For example, the childminder ensures that children's food allergies are carefully recorded and managed. The childminder carries out thorough checks of her premises to help to ensure that they are safe and secure for children.

What does the setting need to do to improve?

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

- improve teaching around equality and diversity to help children to learn more about different people and communities.

Setting details

Unique reference number	138112
Local authority	Merton
Inspection number	10308011
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 1996 and lives in Wimbledon. She works alongside her daughter, who is also a registered childminder. The childminder operates throughout most of the year, from 7.30am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Sarah Crawford

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 showed the inspector around the areas of her home used for childminding. She explained her early years foundation stage curriculum for children.
- The inspector observed a range of play activities and interactions between the childminder and the children to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documentation was available for the inspector to view.
- The childminder took account of parents' views from their written feedback. She also observed and spoke to children and the childminder's co-childminder to help assess their views and experiences in the setting.

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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