

Childminder report

Inspection date: 22 August 2025

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 has a warm and caring relationship with children. She spends her time playing with and supervising children in the setting. This makes children happy and helps them to feel safe. The childminder organises numerous outings for children, such as trips to garden centres, parks and playgroups. These outings have been especially beneficial for children who were shy and quiet, resulting in increased social confidence. The childminder uses visits to the local library to borrow books to also foster a love for early reading skills among children. This helps to promote children's literacy development.

The childminder sets high expectations for children's learning. For example, she focuses on helping children to develop self-care and independence skills in preparation for school. The curriculum is tailored to children's current interests. For instance, the childminder knows that children enjoy drawing and painting, so she provides many opportunities for creative activities. When children see paints and glitter, they express their delight, commenting on their favourite colours. This shows that children are clearly motivated to learn and have a positive attitude towards their education. The childminder praises children regularly. This helps children to behave well. Children listen to instructions and spend long periods concentrating on their favourite activities.

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

- The childminder is a passionate practitioner. She is friendly and welcoming, and children form positive relationships with her. Children enjoy spontaneous cuddles with the childminder. This supports children's emotional well-being effectively.
- The childminder's curriculum is designed to be age-appropriate, focusing on supporting children's next steps in their development. For example, through careful observations, she recognises when children are ready to take on more responsibilities for their self-care. This ensures that children make good progress from their starting points in development.
- Overall, the childminder supports children's communication skills well. She reads stories to children and asks questions to keep them involved. However, sometimes, the childminder moves on too quickly before giving children the time they need to think and respond, which is important for their language development.
- The childminder attends mandatory training, such as safeguarding and first aid. This keeps her knowledge of how to keep children safe up to date. However, since the last inspection, she has not engaged in her professional development consistently. This slightly reduces opportunities to boost the childminder's confidence and further enhance children's learning.
- The childminder has observed that children enjoy using numbers during their

play. She encourages them to count, which helps to develop their early mathematical skills. Children demonstrate good number skills, counting from one to five with minimal support.

- The childminder promotes diversity in an engaging manner. She encourages children to explore and taste foods from various cultures. Additionally, the childminder teaches children about the nutritional benefits of different foods. For instance, she explains how carrots are beneficial for children's eyesight. This approach helps children to develop a healthy understanding of eating habits. Children have a positive attitude towards food.
- The self-evaluation process is evident. The childminder liaises with other registered childminders and seeks the views of parents and carers to help reflect on her practice. For example, following feedback from parents, she continues to plan a wide range of outings to help enrich children's learning experiences. Children particularly enjoy socialising with their peers and other children outside of the setting. This contributes to children's good health and helps them to explore the world around them.
- The childminder encourages good behaviour in children by teaching them that 'sharing is caring'. When receiving something from the childminder, children use polite phrases, such as 'thank you'. This demonstrates children's positive behaviour.
- The childminder works effectively with parents. She communicates with parents frequently to ensure that they are well informed about their children's learning. Parents agree and praise the childminder for arranging a wide range of outings for their children. Parents appreciate the welcoming atmosphere, stating their children feel 'part of a family' in the environment. This strong partnership between the childminder and parents has a positive influence on children's attitudes towards the setting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- give children the time they need to consider questions and think about answers to build further on their communication and language skills
- use professional development opportunities more effectively to develop existing skills and enhance children's learning experiences.

Setting details

Unique reference number	138179
Local authority	Merton
Inspection number	10398693
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 November 2019

Information about this early years setting

The childminder registered in 1992 and lives in the London Borough of Merton. She offers her service all year round, from 8am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained her early years curriculum.
- The inspector spoke with the children at appropriate times during the inspection.
- Parents talked to the inspector on the telephone to share their views on the quality of the provision.
- The childminder provided the inspector with parents' written views about the provision and a range of other documents and records.
- The inspector observed the interactions between the childminder and children, inside and outside.

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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