

Childminder report

Inspection date: 26 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled and feel welcome and happy in this caring environment. They form very positive relationships with the childminder, which helps them to feel safe and secure. When younger children become upset, they quickly settle after a cuddle from the childminder. Children's care needs are promptly fulfilled. They receive lots of support, encouragement and praise, building their confidence effectively. Young children happily explore as they toddle around and crawl to investigate resources available. Children gain confidence in their abilities and acquire a good range of skills, to prepare them well for their future.

Children access good support and experiences to extend their learning. This helps them to make good progress from their starting points. Young children develop their coordination well. They learn to open flaps and turn the pages of books. They move around independently with increasing skill. Children gain skills that will support their early writing skills. For instance, young children learn to grasp, roll, and manipulate items well with their fingers. Children peel fruit, with help, for snack and independently feed themselves. They persist when challenges occur and show positive attitudes to learning.

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

- The childminder has high overall expectations of all children. She knows the children well, including their interests and capabilities. The curriculum encourages children's excitement, inquisitiveness and motivation to explore. However, there is so much available to explore that children, at times, get easily distracted. This does not support their concentration or focus as well as possible.
- The childminder observes and assesses children's achievements and learning well. She identifies their progress and any possible gaps in their development. She promptly outlines what they need to learn next and tailors her curriculum to support children to close any gaps. Children make good progress in their learning and development.
- The childminder supports children's communication very effectively. For example, she adds words to younger children's actions and babbles, which effectively supports their vocabulary. They talk confidently with the childminder and take turns in conversation. The childminder gives children lots of eye contact and, at times, use actions to demonstrates her meaning to support babies' understanding.
- The childminder supervises children well, offering them prompt reminders on boundaries for their safety. For instance, she reminds children to 'Watch their step' as they get out of the toy car and high chair. She praises children when they do something well. They attend a range of groups and events in the community, which helps children learn to share, take turns, and enjoy being with

others. Children behave well.

- The childminder has good relationships with parents. She shares detailed information about children's learning and development through regular in-depth discussions. This helps to provide a consistent approach for children across all aspects of their lives and future learning.
- The childminder promotes children's healthy lifestyles well. She provides nutritious meals and outdoor activities, both in her garden and locally. For example, children access parks where they can explore and develop their physical skills and strength. This enables them to exercise in the fresh air. She also ensures that children who need to rest have time to do so. This effectively supports their health and well-being.
- The childminder supports children's understanding of the wider world. She takes children into the local community where they access different experiences. They learn about different cultures, festivals, and other people's way of life.
- The childminder provides a good overall range of experiences to support children's learning in all seven areas of the curriculum. Children relish these opportunities.
- The childminder evaluates her practice and provision well. For instance, she links closely with other childminders to discuss and share good practice. The childminder seeks training opportunities, implementing new strategies to help her improve and benefit children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibility to protect children from harm. She has a sound knowledge of possible signs of abuse, including wider issues, for example the risks to children of being exposed to extremist views. The childminder knows the procedures to follow should she have concerns regarding the welfare of a child. Priority is given to keeping children safe. The childminder updates her knowledge through safeguarding training and research. Children play in a safe and secure environment. The childminder takes care to ensure that the home is routinely risk assessed. Children are closely supervised by the childminder throughout the day.

What does the setting need to do to improve?

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

- review the provision for younger children to help enhance their focus and concentration even more.

Setting details

Unique reference number	2525665
Local authority	Merton
Inspection number	10215057
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	1 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Mitcham in the London Borough of Merton. She is available for work Monday to Friday from 7.30am until 6.30pm all year round. She provides early education funded places for children aged two, three and four years.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements her curriculum for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector spoke to the childminder at convenient times during the inspection.
- The childminder spoke with the children at appropriate times during the inspection.
- Relevant documentations were reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. The childminder discussed her procedures for safeguarding the children.

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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