

Childminder report

Inspection date: 4 July 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 happy and confident in the care of the attentive childminder. She understands the children well and is gentle and nurturing. This helps children to feel safe and secure. The children develop close bonds with the childminder and each other and readily ask for help when needed. They enthusiastically explore her safe and interesting environment, choosing toys and games that interest them. The childminder's vigilance and sensitive interaction supports children to behave well. For example, she sits with them while they squeeze the dough, helping them to share. She consistently praises children's achievements to raise their confidence and self-esteem. Children are encouraged to be kind and polite. They learn to manage their feelings with support from the childminder.

The childminder knows what she wants the children to learn to promote their growing knowledge. Children get the support they need when any gaps in their learning are identified. They show high levels of independence. Children are eager to learn in the loving and positive atmosphere. They are well prepared for their next stage of learning and make good progress. Children have a lot of fun as they learn.

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

- The childminder has strong relationships with the parents. They speak highly of her. They comment that the childminder is 'Caring and creative', and that their children spend an 'Impressive time outdoors'. They comment that their children are developing well. Parents like the ideas the childminder gives them to support their children's learning at home. They report very good communication systems and that they particularly enjoy the photos of their children at play.
- The childminder supports children's good health very well. For example, she cooks healthy and nutritious meals. Children thoroughly enjoy the meals and ask for more. The childminder uses props when reading about a hungry caterpillar, which engages the children and helps them understand which foods are healthy. Children participate in activities to support their knowledge of good oral hygiene. They sing enthusiastically as they learn to wash their hands before meals.
- Children benefit from trips to their local community. They regularly attend stay-and-play groups, which support their social skills and wider knowledge of the world. Children learn about their diverse community, when the childminder helps them to celebrate a variety of cultural celebrations and traditions. They enjoy playing in the fresh air and love to run and play chase with the childminder in local parks.
- The childminder regularly reflects on her practice and is committed to the further development of her knowledge and skills. For example, she attended training to help her to identify children with any special educational needs

and/or disabilities. She works with her local authority advisor, completes research and watches useful webinars. This supports the continual improvement of her service. However, she does not yet include views from parents as part of her self-evaluation process.

- Children's language and communication is well supported. The childminder constantly talks to the children and recasts words to support their pronunciation. She understands how children's language develops and encourages back and forth interactions through play. Children sing often and have favourites. For example, they excitedly sing along after asking the childminder to put on their favourite action song.
- Children take part in activities that build on their interests and knowledge and take account of what they should learn next. For example, children who love construction vehicles learn about problem-solving and strengthen their small-muscle skills while completing a vehicle puzzle. They learn to count the vehicles in a book bought specifically to support their interest. The childminder intuitively understands the children and successfully meets their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. She recognises the signs and symptoms that indicate children may be at risk of harm. She is aware of wider safeguarding issues, such as female genital mutilation. The childminder is clear about her responsibility to report any concerns about children's safety or welfare. Her home is clean and well maintained. She takes effective action to ensure any hazards to children are minimised. The childminder has effective systems in place to support the smooth and safe running of her service.

What does the setting need to do to improve?

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

- seek the views of parents, to help evaluate practice to support further improvements.

Setting details

Unique reference number	2558110
Local authority	Merton
Inspection number	10221648
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Merton. She offers her service from 8am until 6pm, Monday to Thursday. The childminder provides overnight care. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Denys Rasmussen

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 spoke to parents and took account of their views.
- The childminder showed the inspector her home and discussed her risk assessment and curriculum.
- The inspector observed interactions between the childminder and the children and considered the impact on learning.
- The childminder shared a sample of documents with the inspector. This included evidence of training and suitability of those living on the premises.

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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