

Childminder report

Inspection date: 24 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 happy and settled with this kind childminder. They have plenty of opportunities to socialise with other children outside the childminder's house. They go to local playgrounds and have play sessions with other children. This helps children become socially confident as they play with others. Children share good bonds with the childminder and each other. They look to her for comfort and she helps them manage their own feelings when they are upset. Children behave well. The childminder discusses how she expects children to behave and is a good role model for good manners. She helps them come up with behaviour rules based on what they think is the right thing to do. This helps children understand what is expected of them.

Children are confident to take part in the activities and lead their own learning. They make choices about what they want to do and how they will do it. The childminder encourages them to have a go at experimenting their own ideas and try new ways of doing things. Children follow the routine and instructions well. The childminder reminds them of key moments in the routine, such as tidy-up time. This helps them know what to expect and supports their well-being.

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

- Overall, the childminder implements a curriculum that is challenging and offers interesting opportunities for children to learn. She takes good advantage of every opportunity to encourage learning during play or daily routines. For example, children talk about the shape of the cheese they are eating or the number of pieces they cut their bananas into.
- The childminder supports children's speech and language skills well. She constantly talks with children, asks them questions and introduces new vocabulary. For example, when talking about vegetables, the childminder spoke about cauliflowers and courgettes and asked the children if they had eaten them before.
- The childminder has high overall expectations of children's development. She observes children in their play to identify what they need to learn next and then plans activities they enjoy taking part in. However, the intent for these activities is not always clear as the childminder tries to cover too many topics at one time to fully support children's learning.
- The childminder takes children out every day and reminds them of the importance of walking. They have plenty of opportunities to practise and exercise their body muscles. They scoop dried lentils using small spoons and crawl through tunnels. This helps them make good progress in their physical development.
- Children with special educational needs and/or disabilities are well supported.

The childminder knows how to identify their initial needs and who to contact if they need external professional support, such as speech therapy. She puts in place strategies that support children's development while other assessments are taking place. This ensures children continue to make progress.

- The childminder celebrates children's accomplishments and supports them well when they struggle with something. She praises them for their efforts and helps them become more independent in their own needs. For example, they eat their healthy food independently and try to put shoes on by themselves.
- Children learn about other community festivities and how they are unique to certain countries. For example, the childminder talks to children about Carnival in Brazil or what language people speak in Spain. This helps children become aware of other cultures other than their own.
- The childminder identifies her own learning gaps and takes advantage of a local network of experienced childminders to enhance her knowledge and practice. She meets them regularly and asks for their advice when she needs it.
- The premises are safe and clean. Areas not used by children are closed off by safety gates and children learn about how to keep themselves safe and healthy. For example, they talk about road safety while crossing roads and why grapes are cut before eating them.
- Parents speak highly of the care provided by the childminder. She offers parents opportunities to discuss their children's progress and keeps them updated on what children are learning. Parents comment that their children are doing well and really enjoy coming into the childminder's house.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities in keeping children safe. She identifies and recognises signs of possible abuse and knows who to contact in the local authority to report concerns. The childminder has good knowledge of wider child protection issues, such as female genital mutilation and the 'Prevent' duty. She undertakes appropriate checks to ensure the suitability of household members. The childminder is aware of notifiable events and understands the procedure to report allegations against anyone in the household.

What does the setting need to do to improve?

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

- strengthen planning to make sure activities have a clear intent and match more accurately to children's needs and next steps in learning.

Setting details

Unique reference number	2563572
Local authority	Merton
Inspection number	10232166
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 10
Total number of places	6
Number of children on roll	8
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 7am until 6pm, Monday to Friday, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector read emails from parents to gather their views on the setting.
- The childminder and inspector held discussions about the curriculum.
- The inspector observed the childminder carrying out an activity and jointly evaluated it.
- The inspector observed the interactions between the childminder and the children.
- The inspector reviewed documents relevant to the inspection process.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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