

Childminder report

Inspection date: 25 January 2023

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 enjoy close bonds with the childminder. She takes time to find out about children's favourite toys and comforters and uses these to help children to settle securely. The childminder knows and values each child well. She has high expectations of children. Children learn to share and to take turns well. For instance, they share parts in a construction kit to make their own models. The curriculum is broad and balanced. Children learn effective skills in preparation for school.

Children gain good communication, language and literacy skills. For example, the childminder uses a toy puppet theatre for children to create stories of their own. She provides lots of dressing-up clothes, and children often re-enact their favourite stories. The childminder sings songs and rhymes to help children learn new words. Children develop good creative skills, making models out of play dough and painting pictures, for example. They enjoy exploring different textures and shapes in a sensory box. Children have an awareness of good oral hygiene. The childminder teaches children how to take care of their teeth and gums. For example, they use toothbrushes and a model of teeth and gums.

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

- The childminder gives children a wide variety of activities. She links their interests and skills to tasks to ensure that they are suitably challenging. Children make good progress.
- Children develop good physical skills. For example, they practise their climbing and sliding skills on slides. Children learn to balance, run and jump. They gain good small-muscle control when, for example, they use brushes or pencils to paint or draw pictures.
- The childminder teaches children good early mathematical skills. She teaches them the names of shapes as they complete puzzles. The childminder helps children to gain secure counting skills by singing number rhymes and songs.
- Children behave well. The childminder is calm and consistent in her approach. She shares her expectations with children and uses praise to encourage them to behave in positive ways.
- Children learn about difference. For example, the childminder reads stories about characters with disabilities. She has a range of toys and resources that reflect different cultures and religions.
- Children act in safe ways. The childminder teaches children about the dangers of climbing on furniture and how to use the stairs safely. She talks to them about road safety, and children act with care and caution when crossing the road with the childminder.
- The childminder works well with parents. She works closely with them to support

children's learning. For example, the childminder liaises closely with parents to support children's potty training. She gives them regular updates on children's progress and activities in effective ways.

- The childminder is committed to the development of her skills and attends various courses. For example, she has attended a course on managing children's behaviour, which has led to better outcomes for children. The childminder meets regularly with other childminders to share ideas for best practice.
- The childminder evaluates her work and identifies strengths and weaknesses of her practice. She sets goals to build ongoing improvements. For instance, the childminder aims to extend her support for children with special educational needs and/or disabilities.
- Children learn to do things for themselves. They learn to dress themselves and to use the bathroom independently. Children learn how to serve themselves at mealtimes and to pour their own drinks.
- The childminder provides daily physical activities and nutritious meals and snacks for children. However, she has not developed their understanding of the value of eating well.
- The childminder helps children to understand the world, such as learning about the different types of weather. However, she has not fully developed this, particularly in relation to nature, such as how things grow.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regards children's safety with high importance. She maintains a high level of cleanliness and checks her home for hazards each day. The childminder is aware of possible signs that a child might be at risk of abuse. She knows what to do to keep children safe if she has concerns. The childminder is aware of a range of safeguarding issues, such as domestic abuse. She knows how to identify the signs that a child might be at risk of this type of abuse. The childminder is aware of procedures to follow to protect children from harm.

What does the setting need to do to improve?

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

- help children to gain understanding of the value of eating well
- develop children's understanding of the world further, particularly in relation to changes in nature, such as how things grow.

Setting details

Unique reference number	2584957
Local authority	Merton
Inspection number	10251097
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Raynes Park, in the London Borough of Merton. The childminder provides care for children during term time, from 8am to 5pm, Monday to Friday. She provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interactions between the childminder and children and discussed their progress.
- During the inspection, the inspector read and considered written comments from parents.

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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