

Childminder report

Inspection date: 15 May 2024

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 learn to be happy and confident with this nurturing and stimulating childminder. They create their own challenges and enjoy pursuing these. For example, children happily concentrate on filling and emptying containers with water. This helps them to develop their attention spans and enthusiasm for learning. The childminder also provides clear explanations to children as they play. For example, as children complete a shapes puzzle, she describes how a rectangle has two long sides and two short sides. This supports children to extend their knowledge and helps them to develop their recognition of different shapes.

Children are kind and caring towards each other. The childminder encourages them to consider the impact of their actions on others. When children find a snail, the childminder takes the opportunity to remind them to be gentle and models how to care for all living things. This helps children to have compassion for the snail and they carefully observe different features of its body with delight. Children move it away from the path so it does not get stepped on. These experiences help children to develop a sense of wonder and respect for the environment.

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

- The childminder is clear about what she wants children to learn by the time they leave her care. She uses children's interests to develop the skills she would like them to have. For example, the childminder encourages children to persevere when challenges occur as they build with blocks. She builds alongside them and role models how to try again when things do not go to plan. The childminder uses open-ended questions to encourage children to work out how they could improve their designs. As a result, children persevere and are very proud when they manage to build a tall tower. This helps children to develop their confidence and resilience.
- The childminder knows children well. She uses observations and regular assessments to check that children make good progress. She uses this to plan children's next steps in learning. The childminder uses circle time to develop children's listening and attention skills. However, the childminder does not take children's stage of development into account and expects children to sit for too long. As a result, some children lose concentration.
- The childminder gives children choices throughout the day. She asks them what they would like to play with, and where they would like to play. During a singing session, children choose what songs they sing. The childminder supports children to make choices and express their preferences, and as a result, they develop a sense of self-confidence. For instance, when children request a Christmas carol, they sing it with glee, even though it is May.
- The childminder has a clear understanding of how to help children to prepare for

moving on to school. She supports them to practise skills, such as getting dressed by themselves and listening in groups. Children enjoy buttering their own rice cakes and serving their own food. This helps children learn to be independent and supports their move to school.

- Parent partnership is effective. The childminder shares information with parents and also asks them for updates about their child's interests and development. She understands the importance of working together and sharing ideas to ensure continuity. Parents say that they are very happy with the care their children receive. They appreciate the regular updates and guidance they receive from the childminder. Parents say that their children make progress in all aspects of their development.
- Children behave well and learn how to behave in groups of people. The childminder clearly explains her expectations to children and demonstrates how to resolve conflicts appropriately. She supports children to recognise and manage their emotions and feelings. As a result, children's behaviour towards themselves and others is consistently respectful.

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:

- ensure that planned activities are age-appropriate and offer the right level of challenge for children's stage of development.

Setting details

Unique reference number	2624462
Local authority	Merton
Inspection number	10339475
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and is based in the London Borough of Merton. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder provides funded early education for two-year-old children. She holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Jenny Selvakumaran

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.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector held ongoing discussions throughout the inspection.
- The inspector took account of parents' views about the childminder's setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector during the inspection.

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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