

Childminder report

Inspection date: 6 September 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 are happy, safe, secure and enjoy a warm, caring relationship with the childminder. They relish the regular praise and encouragement which they receive from the childminder and include her in their play. Young children are confident and motivated learners, who benefit from an interesting curriculum. They independently explore the wide range of stimulating resources the childminder offers. Children strengthen their finger muscles, such as they use tweezers to pick up plastic worms and place them into a container. This helps to promote children's early writing abilities. The childminder has a clear understanding about what she wants children to learn.

The childminder has high expectations. Children learn to respect their environment and happily tidy up after activities. For instance, they fold away their mats and toys into baskets and return them to the shelves. Children listen to the childminder, follow instructions and behave well. After pretending to making ice cream from the role-play cart for the childminder, they encourage her to share it with the other children. Children demonstrate care and consideration for others. They have daily opportunities to go on outings with the childminder. Children develop confidence in social situations, for example, when they visit the local library, playgroups and parks.

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

- The childminder regularly reviews and assesses children development. She uses the information she gains purposely to plan for children's next steps in learning. The childminder has multiple strategies to keep parents updated about their children's progress, such as through the required progress checks when children are aged between two and three years, daily discussions, learning journals and social media applications. This helps to maintain consistency in children's learning.
- The childminder fosters children's communication and language skills well. She continually provides a running narrative, asks open questions and introduces new vocabulary during play. Children enjoy singing songs and talking to the childminder.
- The childminder's curriculum places a strong emphasis on the Montessori philosophy. She promotes hands-on learning experiences and developing children's self-regulation to support their personal, social and emotional development. Children become increasingly independent in their self-care skills. For instance, young children know where their wellington boots are, which they retrieve from the hallway and put on for outdoor play.
- Older children develop good mathematical skills. They confidently count in sequence on their fingers to show the inspector how old they are. The

childminder uses positional language when older children show an interest in forming the letters in their name, such as 'up', 'down' and 'across'.

- Children take part in daily routines that support them to develop positive attitudes to a healthy lifestyle. For example, they benefit from healthy meals and snacks. The childminder reminds them to eat their broccoli as it helps to make their bones strong. Children learn about oral health and brush their teeth daily after their lunch.
- The childminder has started to liaise with other early years professionals to provide them with details of children's written assessment. However, she has yet to consider building on this relationship to promote two-way information sharing of children's interests, abilities and targets to encourage the best possible outcomes.
- The childminder has developed strong partnerships with parents, who are very complimentary of the quality of care she provides. Parents comment that the childminder is a very intuitive, warm, nurturing and a calming influence. They report she has an innate understanding of their children's needs and abilities.
- The childminder offers a gradual settling-in period where she spends time getting to know the children and their families. This helps children to transition with ease into her care.
- The childminder is conscientious about her ongoing professional development and completes courses to support and encourage children's development. For example, she attends courses such as supporting children's language and giving them the best start in life. The childminder is committed to reviewing and evaluating her practice and provision. She also completes online research, reads early years books on the curriculum and child development, to help her to gain ideas for activities. This helps to sharpen the childminder's teaching skills and extend her practice further.

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:

- strengthen partnerships further with other early years settings that children attend to ensure consistency in their education and learning.

Setting details

Unique reference number	2674313
Local authority	Merton
Inspection number	10350724
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 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 2022. She lives in the Wimbledon, in the London Borough Merton. The childminder cares for children Monday to Friday, between 8am and 5pm, for most of the year.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The inspector completed a learning walk of the spaces used by the children and discussed the different activities the childminder provides to support children's learning and development.
- At appropriate times during the inspection, the inspector spoke with the childminder and children.
- The inspector observed the interactions between the childminder and children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder.
- The inspector took account the written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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