

Childminder report

Inspection date: 25 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

The childminder provides a stimulating and nurturing environment. Children form close relationships with this caring childminder. They show they are secure and feel safe as they seek out the childminder for comfort. For instance, when children become tired, they readily snuggle into the childminder's lap and settle well.

The childminder's curriculum is planned around her observations of children and what they need to learn next. This supports children to build on their previous learning and ensures that they continue to make progress. Children are at the centre of the curriculum. The childminder plans activities around children's interests. For instance, she plans the environment to promote younger children's emerging physical skills. Younger children confidently hold onto furniture as they begin to walk and explore the activities with increasing skill and independence.

Children are familiar with their daily routines. They respond well to praise, as it is made clear why they are being praised. The childminder is a positive role model for children. She supports them with gentle instructions. For example, the childminder helps children to tidy up and explains to them the importance of this. This helps children to understand what is expected and supports them to behave well.

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

- Overall, there is a strong focus on supporting children's communication and language development. The childminder uses interesting and varied vocabulary to support children to develop their range of language. She uses children's spontaneous play to focus on helping them to learn new words and experiment with a variety of sounds as they play.
- The childminder knows children well and provides a stimulating learning environment for children of all ages. She identifies children's interests and uses these to provide activities that promote children's individual learning. However, the childminder does not always organise focused adult-led activities effectively to encourage all children to fully concentrate and engage in activities. This means that, at times, children's engagement levels are not always consistent.
- Children develop a love of books and stories from a young age. They confidently select books and bring them to the childminder, snuggling into her lap as she readily reads them.
- Children regularly visit the local area and have opportunities to develop their social skills in a range of environments. For example, they play with children of different ages at the library and park. Children have interesting opportunities to develop their confidence in new situations, as well as developing their social skills and understanding of the world.
- The childminder promotes children's health well and helps them to learn about

making healthy choices. She embeds daily routines, which children understand. For example, children know they wash their hands before eating. Younger children build their independence as the childminder encourages them to use utensils and feed themselves during mealtimes.

- The childminder is consistent when managing children's behaviour, which ensures that children feel safe and settled. She readily models 'please' and 'thank you' when playing alongside children. This supports children to build positive relationships with others.
- The childminder understands the importance of using the progress check when children are aged between two and three years to share information with parents and other professionals about children's achievements. She knows how to seek further support for children, such as through health visitors, doctors and the local authority, when they need more specialised support. This ensures that all children, including those with special educational needs and/or disabilities, are supported in having their needs identified.
- The childminder is reflective and evaluates her practice. She ensures that mandatory training, such as paediatric first aid, is completed on a regular basis. However, the childminder does not always target professional development opportunities to raise her knowledge of teaching and learning to an even higher level.
- Parent relationships are positive. The childminder keeps them informed of their children's progress through photos and updates on their development. She uses meetings and discussions with parents to ensure that they are aware of their children's development and how they can continue to support their children's learning at home.

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:

- plan focused activities more carefully to make the best possible use of opportunities to support children's concentration and engagement levels
- seek further ways to identify professional development opportunities that focus on developing a deeper knowledge and understanding of teaching and learning.

Setting details

Unique reference number	2675865
Local authority	Merton
Inspection number	10355148
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 3
Total number of places	3
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 Merton, in the London Borough of Merton. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. She has a childcare qualification at level 2.

Information about this inspection

Inspector
Megan McClellan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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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