

Childminder report

Inspection date: 1 July 2025

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 safe, welcoming and stimulating environment. She is warm and caring. This helps children to feel secure and form strong attachments. Children seek out their friends during play and excitedly find the childminder to show her what they have been doing during play in the garden. Children thrive in this setting. The childminder has a clear understanding of how to keep children safe and meet their care needs effectively. For example, she teaches children about road safety as they go on regular community walks.

The childminder works closely with parents and local authority advisers to manage behaviour effectively and ensure that children receive consistent messages. She also works closely with parents and with other professionals to support children's development. For example, good partnership working promotes children's language and communication skills and their emotional well-being.

Children access books throughout the day and demonstrate their understanding of stories, often cuddling with the childminder as they look at pictures and practise turning pages. During story time, they tackle challenging questions that help them develop their language skills, and younger children share comments and learn new vocabulary with encouragement from their peers and the childminder. The childminder ensures that all children benefit from individually planned learning experiences that build on what they already know and can do.

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

- The childminder completes the statutory progress checks and regularly observes the children's learning and shares these insights with parents. She monitors the children using her assessments. This enables her to meet their needs and recognise potential special educational needs and/or disabilities (SEND), allowing her to access specialist support quickly.
- The childminder regularly promotes early mathematics skills during the daily routine. For example, she helps children to count different items, such as the number of bugs they see in the garden and how many blocks they can build.
- The childminder values each child's uniqueness. She takes time to listen to children and continually responds with positivity and praise to help children develop a 'can-do' attitude. She encourages children to talk about their likes and dislikes and share their ideas, and she supports them to make choices and decisions. This supports children to have a strong sense of self and to recognise and celebrate each other's similarities and differences. This is further explored through a range of activities across the year celebrating different cultures and festivals that are shared by the children and their families.
- The childminder equips children with the knowledge and information they need

to make safe and healthy choices. She talks to them about the need for sun hats and sun cream, and children replace each other's hats where needed. At snack time, they talk about the fruit choices and ask each other what they would prefer. They talk about bananas helping you to grow big and strong. Children very confidently chop bananas and pears with child-friendly knives. They gain very good self-care skills.

- The childminder understands children's learning needs and provides engaging activities that support their progress. She observes the children and builds relationships with them to identify their developmental next steps. In the prime areas of learning, she sets clear goals that build on children's existing knowledge. However, at times, she does not extend children's learning as well as possible, to further encourage their good progress.
- Children show their happiness by joining in singing during circle time. The childminder encourages children to take part in daily song times. Children eagerly take turns to pick an object out of the song bag and recognise the song it represents. They join in confidently with number rhymes. This helps children to develop their language and mathematical skills.
- The childminder employs assistants and is effective in ensuring that they understand their roles and responsibilities. For example, she provides opportunities for them to access further training, such as first-aid and safeguarding courses. The positive interactions between the childminder and her assistants create a good atmosphere. She also works with other childminders, where there is a strong and positive partnership approach that builds on the strengths of the team.

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:

- continue to develop teaching and learning strategies that extend what children already know and can do.

Setting details

Unique reference number	2688120
Local authority	Merton
Inspection number	10388578
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	4
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Merton. She offers her service from 7.30am to 6.30pm, Monday to Friday, all year round. The childminder holds a relevant qualification at level 6. She works with a co-childminder and assistants. The childminder receives early years funding for eligible children.

Information about this inspection

Inspector
Sarah Phillips

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 early years foundation stage curriculum.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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