

Childminder report

Inspection date: 4 February 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

Children are happy and enjoy their time with the childminder. They ask the childminder for hugs and kisses, and the childminder is responsive to their needs. She sensitively seeks consent from children when carrying out care routines such as changing nappies. This supports children in learning that their choices are respected and helps them feel safe and secure.

The childminder delivers a curriculum that is broad. She knows children extremely well and plans fun and engaging opportunities based on prior learning and interests. For example, children excitedly wash baby dolls, carefully scrubbing them clean and learning the names of body parts as they do so. The childminder models how to be gentle with the dolls, helping children prepare for the arrival of a new sibling. Children make strong progress from their starting points and learn skills and knowledge needed for the future.

The childminder has high expectations for children. She has clear boundaries and uses age-appropriate strategies to remind children of how to behave. She is patient and kind and praises children when they remember to use manners. As a result, children are considerate. For example, they offer to share their breadsticks without prompting and show concern for others if they are hurt.

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

- The childminder supports children to become resilient by encouraging them to persevere through challenges. For example, children delight in the responsibility of getting their plates from the cupboard and then persist in carrying their plates of food to the tables. The childminder seizes every opportunity in routines and play to encourage children to do things for themselves. As a result, children develop both determination and the confidence to tackle new tasks independently.
- The childminder incorporates mathematics into everyday activities to support children's understanding of numbers and measurements. For example, she names the numbers as children push the buttons on the phone, and children repeat the number names. She uses words like 'heavy' and 'light' as children fill up bowls with water. These experiences help children develop early mathematical skills.
- Overall, the childminder supports children's language and communication skills well. She sings spontaneous songs that relate to what the children are doing as they play. She gives children choices, giving them opportunities to practise new vocabulary. Children learn and use words like 'rummage'. However, sometimes she uses incorrect words such as 'tootsies' or 'bot-bot'. This does not support children to learn the correct pronunciation of some words.

- The childminder provides lots of opportunities for children to practise and build their fine motor skills. For example, children use tweezers to transfer pasta into bowls. This helps children strengthen their hand-eye coordination and dexterity. The childminder also models how to manipulate play dough and pick up small items to place in the dough. As a result, children build grip strength and control, which are needed for skills like writing.
- The childminder actively shares information with parents to support home learning and foster a love of reading. She visits the library with the children and sends books home that are linked to children's interests. The childminder shares strategies with parents, such as turn-taking activities, to reinforce learning at home. This collaborative approach ensures consistency and supports children to make good progress.
- The childminder encourages good hygiene practices by involving children in routines and making them enjoyable. For example, children help with tasks like cleaning the table. The childminder models hygiene, such as washing hands after cleaning noses, and creates fun, impromptu songs to reinforce the importance of handwashing. Consequently, children learn how to manage self-care tasks.
- The childminder regularly takes children on outings, including visits to parks, libraries and toddler groups. These experiences help children build confidence in new environments and engage in group activities. Parents appreciate the diverse experiences their children gain, which support their social development and broaden their understanding of the world around them.

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 the consistent use of correct pronunciation of words to further support children's communication and language development.

Setting details

Unique reference number	2694650
Local authority	Merton
Inspection number	10372221
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Merton, London. She operates Tuesday to Thursday, all year round, except family holidays and bank holidays.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder's setting through their written feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.

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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