

Childminder report

Inspection date: 21 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 welcomed into a warm and inviting learning environment, where they arrive eager to join activities. Interactions between the childminder and children are warm and nurturing. This supports them to feel safe, secure and ready to learn. The childminder establishes clear routines, where children enjoy responsibilities, such as tidying up. She uses encouragement and praise to guide children to complete tasks for themselves, where they feel a sense of pride.

Children are confident communicators. They ask 'why' questions and their thoughts and opinions are valued. The childminder consistently repeats words so that children can learn to pronounce them correctly. Children are developing a love of books. They snuggle up on the childminder's lap to enjoy favourite stories, such as 'The Very Hungry Caterpillar'. The childminder reads with enthusiasm and animation, which supports their concentration.

Children are encouraged to make decisions about the activities they would like to do next. They confidently pull out activity trays, promoting their independence. Children are beginning to recognise colours, pointing them out in the environment and in books. They access the outdoors regularly and make use of the slide and cars, further supporting their physical development. Children learn about different cultures through a range of thoughtful resources. They explore African drums and textured cloths, extending their understanding of the wider world.

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

- Overall, the curriculum is well designed and supports children to build their skills. Children regularly visit a local soft-play setting and the park, where they extend their gross motor skills, socialise and take turns. There is a good balance of adult- and child-initiated activities on offer to help support children's engagement for extended periods. This further supports their progress in areas of learning.
- The childminder encourages children's imagination. They pretend to cook in the home corner and discuss why we wash food. They describe colours and develop their fine motor skills using drawing utensils. Children understand the routine well, putting belongings away on arrival. They discuss days of the week and the weather using an interactive calendar, further supporting language and knowledge of the world.
- Children behave well and the childminder has high expectations for them. She supports children to regulate their emotions and creates a reassuring atmosphere. For example, she speaks to children at their level in a calm attentive manner when they are upset. Children respond quickly and are able to communicate their wants and needs.

- The childminder teaches children how to be safe in her home, completing sufficient risk assessments and including children in them. She reminds children of rules and boundaries with children recalling these during discussions. For example, children know why they should sit to eat their snack.
- Children enjoy a wide variety of healthy snacks, prepared by the childminder. She works with parents to identify new fruits to try, so children can explore new tastes and textures. Children complete hygiene practices, including washing their hands before meals. This helps them to embed skills for later life.
- Mathematics is weaved through children's play, including opportunities to count and develop advanced shape recognition. However, the childminder does not consistently plan and sequence mathematical teaching to support children's next steps. For example, she focuses on counting above 10 before children have a strong grounding using numbers before this.
- The childminder has a secure understanding of how to support parents. She reflects children's cultures and backgrounds within her curriculum, exploring different family dynamics. She regularly shares updates on children's milestones and activities to do at home. This supports their overall good progress.
- The childminder is passionate about her role. She attends mandatory training, alongside seeking out online training to keep knowledge up to date. She maintains links with the local authority and has a clear plan of further training to complete. This includes training on special educational needs and/or disabilities, so she is well prepared to support any children that arrive.

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:

- help children to build the necessary building blocks in mathematics to develop a deeper understanding of the numbers to 10.

Setting details

Unique reference number	2698333
Local authority	Merton
Inspection number	10376264
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	2 to 2
Total number of places	4
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Morden, Surrey. She operates from Monday to Friday, 8am to 6pm, all year round. She offers the government funded places for childcare.

Information about this inspection

Inspector

Tania King

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025