

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

Children's experiences at this setting are supportive and enriching. From the outset, the kind and caring childminder builds trusting relationships with children and their families. This makes them feel welcomed and valued. Children feel safe and happy, and they readily seek the childminder out for comfort, reassurance and praise. There are funny moments they enjoy together where they giggle and laugh, creating an uplifting atmosphere.

The childminder provides children with activities based on their interests. She is ambitious in her plans for all children's learning. She understands how children learn through play. For instance, together, they set up a play dough activity. Children help to pour and mix the ingredients, gather herbs from the garden to add to the mixture and discuss what colour they would like to make. They use their finger muscles to stir, knead, stretch and scoop the ingredients. The childminder supports children's mathematical skills well. She introduces concepts such as weights and measures, counting and descriptive language such as 'wet' and 'dry'. This enables children to gain new knowledge and test out their ideas in play.

Children show impressive behaviour. The childminder acts as a positive role model and sets clear and consistent expectations. Children respond well and demonstrate kindness, good manners and cooperation. They readily say 'thank you' and follow the childminder's instructions with enthusiasm.

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

- The childminder is committed to developing her practice. She regularly reviews the quality of the service that she provides. The childminder includes the views of parents and children in the process to help continually enhance the care and learning that she provides.
- The childminder has a good understanding of individual children's progress and development. She shares her knowledge with parents, and together they plan for children's next steps in their learning. Children make good levels of progress during their time at the setting.
- The childminder is kind and welcoming. She develops close and secure relationships with children and their families. A key strength of the childminder is that she is an excellent role model for children. She sets clear boundaries and has developed routines to help children understand what is happening next. Children respond to the childminder with respect. They have developed strong bonds with her, and they play well with the other children. This helps them to feel safe and secure.
- The childminder provides many opportunities for children to develop their imaginative skills. Children dress up as firefighters, eat 'pizzas' and talk to their

parents on toy mobile phones. This helps to build on children's creative development.

- The childminder works as a team with other colleagues to build a supportive, caring and safe environment for all children. They report high levels of well-being. They appreciate the support of the childminder and in turn are engaged and enthused to learn and develop their practice.
- Generally, the childminder provides a language-rich environment. Children have continuous exposure to stories, rhymes and discussions, and the childminder provides a narrative as children play. However, she does not plan as effectively to introduce children to a wider range of vocabulary and help them practise new words during play. This does not fully support children to further extend and broaden their language skills.
- The childminder provides children with rich learning opportunities outside of the home. For example, she takes them to visit local parks and soft-play centres. Children go to the library and the local supermarket. This helps children to understand diversity and appreciate the community in which they live and the world around them. They also participate in sessions at the local church hall, where they make cards with older friends.
- The childminder focuses on promoting healthy lifestyles. She makes sure that children have daily access to opportunities that promote children's physical development. For example, there are regular opportunities for fresh air and exercise in the garden and in the local area, where children enjoy engaging in sensory learning activities. The childminder teaches children how and why they must wash their hands. She provides a variety of healthy fruits and nutritious meals full of vegetables for children to enjoy. The children enjoy selecting their own fruit and using child-size knives to cut 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:

- broaden opportunities to extend children's vocabulary and introduce them to new words to enhance their communication and language skills.

Setting details

Unique reference number	2711390
Local authority	Merton
Inspection number	10410798
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 2024. She works in the London Borough of Merton. She is available for work from Monday to Friday, from 7.30am to 6pm, all year round. She works with a co-childminder and assistants. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Sarah Phillips

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for the children's learning.
- The children spoke to and interacted with the inspector during the inspection.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written views with the inspector.
- 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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