

Childminder report

Inspection date: 12 June 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 has high expectations of children's learning through play. She creates a welcoming and stimulating environment for children to explore and learn in. The childminder and staff provide age-appropriate resources, and children are fully engaged. She encourages children to make decisions about what they want to do, with lots of praise. This means children are keen to have a go and practise their skills. The childminder provides outdoor activities that help to support children's physical development effectively. For example, children demonstrate good coordination and motor skills while using resources, such as a climbing frame and slide.

The childminder joins in with children's play and interacts with them positively. This helps to develop children's understanding, speaking and listening skills. The childminder promotes positive behaviour and teaches children what is expected from them. For example, she acts as a good role model for children to copy. The childminder sets clear boundaries for children to learn right from wrong. This helps children to behave well.

The childminder gathers information from parents and carers to help settle their children when they start. She encourages children to bring comforters from home to help them. Therefore, children settle quickly and form close attachments with her. Children are happy at the childminder's home. They display high levels of confidence while they play.

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

- The childminder uses her observations and assessments of children's learning to plan their next steps effectively. This helps all children to make good progress from their starting points in their learning and development.
- The childminder guides children to become confident communicators. She speaks clearly and repeats new words, such as 'sprinkle' and 'cocoon', for children to learn. This helps children to develop a broad vocabulary. The childminder uses aids, such as talking electronic toys, to support children's early speech and language, which also helps those children who speak English as an additional language.
- The childminder's familiar routines help young children to know what is happening next. Overall, she supports children to develop some self-care skills. For example, children wash their hands before mealtimes and after garden time. However, at times, the childminder does not consistently use opportunities to build on children's independence skills. For instance, in her enthusiasm, the childminder does some tasks for children, such as tidying away toys and wiping their noses.

- The childminder supports children's mathematical skills. She ensures that children develop a solid foundation in mathematics through activities. For example, the childminder encourages children to count cars and share quantities so they have the same.
- Children learn to enjoy healthy lifestyles with the childminder. She ensures that children play outdoors each day and get plenty of exercise to foster their physical health and well-being. The childminder uses her positive partnerships with parents to promote healthy eating.
- The childminder provides many opportunities for children to develop their physical skills. She supports children's large motor skills when outside and through regular music and movement sessions indoors. Children demonstrate good hand-eye coordination as they mould play dough to find the pretend minibeasts hidden inside. This supports children's development of skills that prepare them well for future education.
- Partnerships with parents are a key strength. The childminder keeps them fully informed of children's achievements through daily discussions, regular meetings and sharing photos of their child's development. Parents appreciate the proactive and collaborative approach towards their child's learning. They comment that the childminder and staff are very flexible and supportive, especially in helping navigate their children's medical needs.
- The dedicated childminder demonstrates a secure understanding of how children learn and develop. The childminder and her staff strive to always deliver high-quality care and education to children. She is keen to continue with her professional development and that of her staff. The childminder organises meetings with her staff and engages with in-house training. However, she has not yet fully embedded targeted support for staff to enhance their practice further.

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:

- explore ways for children to develop their independence skills even further
- strengthen the supervision arrangements and coaching of staff to offer more targeted support to enhance their practice even further.

Setting details

Unique reference number	2711732
Local authority	Merton
Inspection number	10394498
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	0 to 8
Total number of places	3
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Wimbledon, in the London Borough of Merton. The childminder works with a co-childminder and an assistant. She provides childcare all year round, from 8am to 6pm, Monday to Friday. The childminder holds a relevant teaching qualification at level 6.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to staff and the children at appropriate times during the inspection.
- Parents shared their views of the childminder.
- 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