

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 them to explore and learn. The childminder and her assistants provide age-appropriate resources, and children are fully engaged in their play. The childminder 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 challenging resources, such as climbing steps and using the slides.

The childminder joins in with children's play and interacts with them positively. This helps to develop children's understanding, speaking and listening skills. In addition, she provides a range of books to extend children's learning and to develop their love for reading. The childminder promotes positive behaviour, and she teaches children what is expected from them. For example, she acts as a good role model for them to copy, and she sets clear boundaries for them to learn right from wrong.

The childminder gathers information from parents to help children settle. She encourages children to bring comforters from home. As a result, children settle quickly and form close attachments with the childminder. Children are happy at the childminder's home, and 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. All children make good progress from their starting points in their learning and development through a play-based curriculum.
- Children are guided to become confident communicators. The childminder speaks clearly and repeats new words, such as 'sprinkle' and 'cocoon', for the children to learn. This helps children develop a broad vocabulary. The childminder has lovely conversations with children, giving them time to think and respond, allowing them to develop their own ideas.
- The childminder's familiar routines help young children to know what is happening next. Overall, she supports children to develop their independence. For example, they wash their hands before mealtimes and after playing in the garden. However, at times, opportunities to build on children's independence skills are not consistently encouraged. For instance, in her enthusiasm, the childminder does some tasks for children, such as tidying away children's toys and wiping their nose for them. She does not always recognise such opportunities to extend children's independence even further. Despite this,

children are making progress as they develop their self-care skills.

- The childminder provides many opportunities for children to develop their physical skills. The childminder supports their large motor skills when outside. Children demonstrate good hand-eye coordination as they grab and scoop coloured rice into pots. This supports children's development of skills that prepare them well for future education.
- The childminder makes good use of play to develop children's mathematics skills. For example, she teaches them to count the resources and steps as they climb. Children learn mathematical language as the childminder explains she is sprinkling rice 'higher' and 'lower', as well as looking at different-sized pots.
- Children are keen and enthusiastic learners. The childminder and her assistants are good role models. They eagerly join children's play to support their learning. However, occasionally, she does not consistently use activities and children's interests to extend children's learning or focus specifically on what she wants children to learn. This means that activities do not always support children's learning as precisely as they could.
- The experienced childminder thoroughly enjoys her role. She has kept up to date with mandatory training, such as first aid and safeguarding. In addition, the childminder accesses a range of professional development opportunities to enhance her skills and understanding further.
- Partnerships with parents are a key strength. The childminder keeps them fully informed of children's achievements through daily discussions, regular meetings and sharing of photos of their child's development. Parents appreciate the proactive and collaborative approach towards their child's learning. Parents comment on the 'great support' to help them navigate their children's allergies and medical needs.

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 continue to develop their independence skills
- strengthen the focus given to children's emerging interests during activities to extend their learning further.

Setting details

Unique reference number	2712513
Local authority	Merton
Inspection number	10394495
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, and works with a co-childminder and assistants. The childminder operates from Monday to Friday, 8am to 6pm. The childminder holds a relevant childcare qualification at level 6.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder talked to the inspector about how she plans the curriculum and what she wants the children to learn.
- The inspector observed the childminder's interactions with the children, indoors and outdoors, and considered the quality of education and the impact on the children's learning.
- The inspector sampled a range of documentation, including the childminder's paediatric first-aid certificate and suitability of assistants.
- The inspector spoke with parents and sampled written testimonials to gather their views.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.

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