

Childminder report

Inspection date: 10 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

The childminder provides children with positive learning experiences while they are in her care. She ensures that children are safe and emotionally secure. As children play and learn, they receive plenty of praise and reassurance. For instance, the childminder tells children 'well done' when they count correctly. She also praises children when they follow instructions and listen well. This approach helps to boost children's self-esteem and confidence in their abilities. The childminder actively engages with children during their play, which they thoroughly enjoy. For example, when she plays peekaboo with children, they giggle and squeal with delight. Children are happy and motivated learners.

As part of the curriculum, the childminder promotes children's language skills effectively. She reads books and sings songs with children to help extend their vocabulary. The childminder also provides opportunities for children to develop their early literacy for their future education. For example, she encourages children to practise their drawing and mark-making skills. Children develop their finger muscles and dexterity. The childminder works well with parents and carers, which helps to promote a consistent approach to children's care and education. She shares her sound knowledge of how to support children's good behaviour at home. This has a positive impact, especially on children's listening skills.

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

- The childminder genuinely enjoys working with young children, which is reflected in her warm interactions with them. Children appreciate spontaneous hugs and meaningful praise, which help to build their self-esteem and confidence. Children learn good behaviours, such as waiting and sharing. The childminder's nurturing approach also supports children's emotional well-being effectively.
- The childminder is good at observing and assessing children's learning. She has created an ambitious curriculum that emphasises the prime areas of learning, which is particularly beneficial for children in the early stages of their physical development. As a result, children are improving their physical control and balancing skills well. Additionally, the childminder helps children to become resilient learners by encouraging them to try new activities and persevere. This helps children to have positive attitudes towards their early education.
- Overall, the childminder has high expectations for what children can achieve. However, when planning group activities, she does not consistently consider children's ages and stages of development. This means that sometimes, children do not fully benefit from all of the learning opportunities provided.
- Overall, the childminder works with her co-childminder to promote children's good health. For example, she ensures that children have daily access to the

outdoors for fresh air and exercise. Children also enjoy a variety of different fruits at snack time. However, the childminder does not always make effective use of opportunities to raise children's understanding of healthy eating.

- The childminder encourages children to develop their independence skills. For example, she asks older children to help clean the floor after mealtimes. Children respond positively to this request. Additionally, children demonstrate their personal care skills, such as when using the toilet.
- The childminder rigorously evaluates her work with children. She promotes outdoor play to build on children's physical development, particularly benefiting the younger children. The childminder aims to offer children a wider range of learning experiences outside the setting to enrich their understanding of their surroundings.
- The childminder demonstrates her dedication to continuous professional development to enhance children's learning. After attending training, she has enhanced her knowledge of how to support children's language development more effectively. For instance, she speaks clearly and expands on the single words children say, which helps to broaden their vocabulary. This approach enables children to make good progress from their starting points in development, including in their speech development.
- The childminder works closely with parents. For example, she offers guidance to parents on supporting their children's sleep routines at home. This promotes a consistent approach to children's care needs. Parents are unanimous in their written comments in praising the childminder. They are happy to share their thoughts and views with the childminder to help promote better outcomes for their children.

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:

- adapt the learning intention for activities so they align more closely with children's ages and stages of development, such as during planned activities
- make more effective use of opportunities to promote children's understanding of healthy eating.

Setting details

Unique reference number	2750747
Local authority	Merton
Inspection number	10411641
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 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and works with a co-childminder in the London Borough of Merton. She operates during term time, from 8.30am to 4.30pm, Tuesday to Thursday. The childminder offers longer hours during the school holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder and her co-childminder showed the inspector around the setting and explained their intentions for children's learning.
- The inspector observed the childminder delivering a planned activity and discussed children's learning.
- Parents completed questionnaires about the setting, which were taken into account.
- The inspector observed the interactions between the childminder and children.
- The inspector engaged with children at appropriate times during the inspection.

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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