

Childminder report

Inspection date: 13 November 2024

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 develop strong bonds with the childminder. The childminder gives them comfort and reassurance which helps children feel at home in her nurturing care. The childminder knows children's personalities and individual needs extremely well. She plans learning experiences for children to extend their interests further, such as taking part in music and dance classes.

The childminder has high expectations of children's behaviour. Children learn to take care of their environment. They sing 'clean up, clean up' when the childminder says it's time to put their toys away. Children enjoy messy play. They explore the texture of gloop with their hands which helps them explore their senses and develop their finger muscles. Children are physically active. They ride bikes and run around in the childminder's garden and enjoy trips to the park where they gain confidence in their movements as they climb and slide on play equipment.

The childminder helps children recall what they have already learned. For example, children begin to sing 'baa baa black sheep' when she shows them a picture of a sheep. Children know where to find their favourite ball to initiate their own games. The childminder is highly ambitious for children's learning. She plans opportunities for children to build on what they can already do so all children make good progress.

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

- The childminder uses her observations and assessments effectively to identify the next steps in children's learning. She plans opportunities for children to further develop their skills. For example, she introduces paintbrushes during painting activities to promote mark making as she notices babies have developed more control of their arms and hands.
- Children are highly interested in the learning opportunities the childminder plans. Babies focus for long periods of time as they swish and sweep dry rice across a tray and watch the patterns they make. This helps children develop their concentration.
- Overall, the childminder's interactions support children's learning well. However, during child-led play, the childminder does not consistently support children to explore their ideas and extend their learning. However, this does not impact on the good progress children make.
- Children's communication and language development is supported well. The childminder promotes back and forth verbal interactions with children as she joins in with their play. Children learn a wide variety of songs and rhymes. As a result, children develop a wide vocabulary and gain confidence in communicating with others.

- The childminder models positive social interactions. For example, the childminder asks children's permission before moving them on to a new activity and respects their opinion when they say 'no'. This teaches children to respect the views of others.
- Children learn to do things for themselves. They smile with pride as they put on the childminder's shoes and feed themselves confidently at lunch time. Children develop skills that will help them be independent in later life.
- The childminder teaches children to be healthy. Children enjoy healthy meals and snacks and learn to brush their teeth. The childminder reminds children to drink water regularly and comments on the impact on their body when they are dehydrated. This helps children develop healthy habits and routines.
- Partnerships with parents are strong. The childminder discusses children's development with parents and shares ideas for how to support children's learning at home. Parents speak highly of the guidance the childminder gives, such as providing advice on responding to their children's behaviour.
- The childminder completes regular training to keep her knowledge up to date. She spends time with other local childminders, which provides her with new ideas of things to do in the local community. This means children have more opportunities to learn about the world around 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:

- develop interactions during child-led play to extend children's interests and learning even further.

Setting details

Unique reference number	2758241
Local authority	Merton
Inspection number	10349588
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 6
Total number of places	6
Number of children on roll	4
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. She holds a relevant early years qualification. She is available for childcare Monday to Thursday for most of the year. The childminder offers funded places for children aged 2, 3 and 4 years.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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