

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 and her co childminder provide a warm and welcoming environment. They build strong relationships with children who confidently explore the wide range of resources on offer. Effective settling in sessions result in children feeling safe and secure and therefore ready to learn. The childminder knows the children well and plans a variety of activities to support their next steps in learning. For example, the childminder plans activities around phonics and mark making for children showing a keen interest in literacy. Children begin to give meanings to the marks they make and confidently talk to the childminder about what they have drawn.

The childminder encourages children to be kind and caring. For example, children enjoy playing with the pretend doctors kit as they help make the childminder feel better. The childminder supports children to learn about healthy lifestyles. She provides healthy and nutritious, home cooked meals and snacks and children enjoy regular outdoor play, engaging in physical activity. The childminder also takes children on regular visits in the local community. For example, children delight in visiting the park or the farm.

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

- The childminder has a good understanding of her curriculum. She closely observes children's play, looking at what they can do well and what they need to do next. The childminder then plans activities to support children's continued development. For example, children delight in playing with water, using different sized containers to pour and fill to develop their hand eye coordination.
- The childminder closely monitors children's development and quickly addresses any gaps in children's learning. As a result, all children make good progress and are well prepared for the next stage in their learning.
- The childminder is a good role model for positive behaviour. She sets clear expectations for children and teaches them how to take turns. Children listen well and understand how to share.
- The childminder is a good role model for communication. She speaks clearly to children describing what they can see and what they are doing. She also asks questions to extend and support children's learning. For example, children enjoy doing a puzzle about different animals, the childminder talks to the children about the different animals and where they come from.
- The childminder has good relationships with parents and keeps them up to date and involved in their children's learning. For instance, she sends parents regular photos and updates about their child's day and shares development reports. Parents comment how happy their children are and the positive relationship their children have with the childminder.

- The childminder keeps up to date with updates in legislation and makes appropriate changes when needed. However, she has not looked at what training would benefit her practice and improve children's learning and development.
- The childminder has good links with other professionals such as the local authority who visit regularly and provide feedback. The childminder also receives feedback from parents. However, she does not always reflect on her practice and make improvements based on this to improve outcomes from children.
- The childminder effectively prepares children for school. She encourages children to be independent and manage tasks themselves. Children learn good social skills and begin to look at familiar words and numbers before starting school. The childminder shares information with the child's new setting to ensure the transition is smooth to benefit the child.
- The childminder knows her families well and joins in with family events, celebrating children's individual and unique cultures. For children learning English as an additional language, she collects words from home to support their communication and language skills.
- Children develop an understanding of the importance of good hygiene procedures. For instance, before meal times, they remember to wash their hands and explain to the childminder why they need to do this.

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:

- continue to develop a deeper understanding of children's learning and development through further training
- further develop the evaluation process to enhance practice and therefore the outcomes for children

Setting details

Unique reference number	2786379
Local authority	Merton
Inspection number	10411749
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	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and is based in Wimbledon in the London Borough of Merton. She cares for children Monday to Friday from 7.30am to 6.30pm all year round. The childminder works with her co-childminder and assistant.

Information about this inspection

Inspector

Becky Phillips

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.
- 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 provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation during an activity.
- The inspector gathered feedback from parents during the inspection and took account of their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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