

Childminder report

Inspection date: 12 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children respond well to the high expectations for their learning. They are keen to take part in adult-led activities and show good levels of concentration. Even the younger children are able to focus on, and show interest in, their tasks. This is because the childminder plans activities that capture children's interests and enthusiasm. For example, she knows that children enjoy practising their mathematical skills. In response to this, the childminder introduces a range of activities for children, such as encouraging them to count from 1 to twenty while washing their hands. There are also regular opportunities for children to compare shapes and sizes during activities. Outdoors, children read numbers during their walk to the park. This further enhances children's number recognition skills.

Children are active and motivated learners. They play in a safe and secure setting, which welcomes their individuality. There are warm and trusting relationships between children and the childminder, who is very kind and nurturing. Children receive lots of praise for their efforts, which supports their emotional well-being effectively. They learn about the rules for good behaviour, such as how to share and take turns. This enables children to play happily together.

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

- The childminder continues to provide children with good-quality care and education. She uses the assessment information to help her quickly identify children's next steps. For example, she observed that some children lacked social skills when interacting with other people. Following this, the childminder planned visits to playgroups and other places of interest, such as parks, to enable children to interact with others. As a result, children feel more reassured and confident.
- The childminder evaluates her practice well and ensures that she keeps her knowledge of early years issues up to date. For example, after reading relevant materials, she has learned how to use resources more effectively to support children's sensory skills. This has increased children's natural curiosity and exploratory skills. The childminder has identified that she needs to gain further knowledge of how to better support young children's early literacy skills.
- The broad curriculum provides children with regular opportunities to develop their language, mathematical and creative skills. These experiences help children to make good progress in their learning. In addition, the childminder builds on children's growing understanding of the world around them. For example, she talks to children about flags from around the world and their differences. Children learn about people and communities beyond their own. However, the curriculum for outdoor play is less coherent. This prevents the childminder from supporting children in this area of learning to the highest level.

- The childminder has established a positive working partnership with parents. She communicates with them regularly and suggests activities that parents can do with their children at home. This practice helps to promote a consistent approach to children's learning. Parents share with the inspector that they are 'extremely happy with the care' their children receive. They find that the setting is 'always welcoming, clean and well organised'. This strong partnership contributes to children's good outcomes.
- Children learn about hygiene practices, which contributes to their healthy lifestyles. For example, they know how to wash their hands before and after mealtimes. Children are also very good at remembering not to share towels, to prevent cross-contamination.
- Children's behaviour is good. For example, they seek the childminder's permission before taking out toys to show their respect for her and the environment.
- The childminder teaches children to manage age-appropriate tasks. For instance, she encourages children to take off their jackets and shoes on their own. At mealtimes, children eat independently using the correct cutlery. Children respond well to these challenges, which stands them in good stead for when they move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of her role and responsibilities to protect children's welfare. For example, she ensures that children are always within her sight or hearing, which helps them to feel safe and secure. In addition, the childminder teaches children how to manage age-appropriate risks under her supervision, such as when on outings. Through training, the childminder keeps her safeguarding knowledge up to date. She knows the signs that might indicate that children are at risk of harm and how to report them to relevant agencies.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- continue to gain further knowledge of how to support younger children's early literacy skills
- plan and sequence the outdoor curriculum more effectively to support children's learning in this area to the highest level.

Setting details

Unique reference number	EY266170
Local authority	Merton
Inspection number	10280017
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	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 September 2017

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Merton. She cares for children all year round, on Monday to Friday from 8am until 6pm. The childminder holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- Parents spoke with the inspector and left written feedback to share their views on the quality of provision.
- The inspector had a tour of all areas of the setting used for childminding. She discussed with the childminder how she implements the early years curriculum.
- The childminder explained the inspector how she supports children's learning and development. She carried out a joint observation of a planned activity and evaluated the impact this has on children's learning.
- The inspector checked the relevant documentation and evidence of the suitability of persons living in the household. She interacted with the children at appropriate times during the inspection.
- The inspector accompanied the childminder and children on their walk to the local park. She observed the childminder's interactions with the children and how she supervises them.

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 2023