

Childminder report

Inspection date: 10 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and content as they play and learn. The childminder has close relationships with the children and knows their families well. This helps children to feel secure and parents feel it is easy to communicate with the childminder. The childminder understands what children can do and has a good understanding of what they need to learn next. She uses this knowledge to plan fun activities to challenge and engage them. As a result, children persevere for long periods of time and show high levels of concentration.

Children love being in the childminder's company and the children are all very close friends. They show kindness and concern for each other and an interest in other people's ideas. Children enjoy being active. For example, they run around the garden excitedly, chasing bubbles. They help themselves to a drink when they get hot and learn about making healthy choices as they enjoy tasting different healthy foods. Children who speak English as an additional language are supported very well. For example, the childminder plans activities to promote their English-speaking skills, as well as providing opportunities for them to talk in their home language with their friends.

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

- The childminder has planned an effective curriculum to ensure activities are focused on helping children to achieve what they need to learn next. She uses published guidance documents to help her assess if there are any gaps in children's understanding and focuses support well in these areas.
- The childminder introduces fun and well-resourced activities, which capture children's interests. Children talk about what they are doing as they play, developing communication and social skills.
- Children receive encouragement from the childminder, who asks them questions to try and extend their ideas. However, at times, she directs the activity too much, leaving less opportunity for children to make decisions about their play or have enough time to think about their answers before responding.
- Children concentrate and focus carefully as they develop their hand-to-eye coordination. For example, they practise using pincers to pick up small water beads and attempt to use pipettes to collect water.
- The childminder supports children's behaviour very well and has high expectations of them. Children remind each other of the rules and comfort one another if they are unhappy. They share resources well and if they struggle to work out their differences, the childminder is on hand to comfort and support them and help them communicate their feelings.
- Parents told the inspector how the childminder supports the whole family and goes out of her way to help them. The childminder encourages parents to share

what children can achieve at home, which helps her to tailor the curriculum according to their needs. However, she does not regularly share information with parents about what she is focussing on next with the child, which would help parents know how to support them even further.

- The childminder has worked hard to develop her provision since the last inspection. She enjoys developing her skills and updates her knowledge through training courses and reviewing guidance.
- Although the childminder does not currently support any children with special educational needs and/or disabilities, she is very aware of when children need additional support and focuses the curriculum on these areas.
- Children enjoy remembering their favourite stories and retelling these to each other. For example, as they colour, they describe the story of 'The Three Little Pigs' that they have recently read. They giggle together when remembering what happens to the wolf at the end. Children enjoy group story times where they join in with actions and act out parts of the story. This helps to promote children's early interest in reading.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure awareness of child protection issues and has attended appropriate training. She is able to identify children who may be at risk and knows what she must do if she had concerns about a child. The childminder is alert to potential hazards and reminds children about how they can keep safe while they play. Children enjoy accessing a wide range of toys that are in good condition and are age appropriate.

What does the setting need to do to improve?

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

- take time to observe children as they play, considering when it is most helpful to ask questions and offer additional challenge, and when to allow children time to reflect on and practise new skills
- provide parents with information about children's identified next steps in learning and ways they can support this further at home.

Setting details

Unique reference number	EY290294
Local authority	Merton
Inspection number	10144365
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Merton. She operates her setting from 7.30am to 6.30pm, Monday to Friday, all year round, except bank holidays, family holidays and at Christmas.

Information about this inspection

Inspector

Amanda May

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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.
- The children talked to the inspector about what they enjoy doing when at the childminder's home.
- The inspector spoke to two parents prior to the inspection to gather their views and experiences with the setting.
- The childminder and inspector held discussions, and the inspector viewed a sample of documentation and records.
- The inspector observed an activity that the childminder had planned and they discussed and evaluated this together.

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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