

Childminder report

Inspection date: 21 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are secure, happy learners in this organised home. The childminder interacts very warmly with children and has close, strong bonds with them. They show delight as the childminder plays a game of chase with them in the garden, and they chuckle happily.

The childminder values each child highly and takes care to ensure that all children settle well. The childminder discusses children's starting points and interests with parents when they first attend the setting and uses this information to provide activities that children enjoy. She has high expectations of children and uses positive ways to manage their behaviour. Children behave well.

The curriculum is interesting and varied, and all children make good progress. The childminder supports children's creative development effectively. She provides children with a range of different tools and materials, such as play dough, to create three-dimensional models. Children enjoy making pictures by using chalk and crayons. The childminder teaches children good mathematical skills using number, size and shape. She counts different insects that children see in the garden and sings number songs and rhymes. The childminder plays a game with children, placing different shapes in the matching buckets. She teaches children comparative language, such as 'big' and 'small'. These activities help children to gain valuable skills in preparation for school.

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

- Children gain good independence skills. They fetch tissues to wipe their noses and dispose of them hygienically. The childminder teaches younger children how to put on their coats and shoes. She supports children to learn to feed themselves. Children learn to share and take turns well. For instance, the childminder plays simple board games with children to support their sharing skills.
- The childminder liaises well with parents to keep them informed of children's activities and progress. She talks with parents each day and sends secure electronic messages to provide regular updates. The childminder works closely with parents to support children's development. For example, she suggests different home activities for parents to support children's communication skills.
- The childminder understands the value of keeping her skills and knowledge up to date. She has attended various courses, including a course on developing the curriculum and another on behaviour management. These led to greater understanding in these areas and better outcomes for children. The childminder reflects on her work and decides on areas to improve to enhance children's learning.

- The childminder keeps her home safe and clean for children's use. She checks the garden and the inside of her home each day to reduce the risk of hazards. The childminder checks children regularly while they are asleep to ensure that they are safe. She teaches children how to act with care and caution. For example, she points out the dangers of running indoors and how to cross the road safely.
- The childminder understands how to seek support for children with special educational needs. She knows how to work well with others involved in the life of the child to provide care that meets each child's needs. The childminder monitors the progress of all children and acts readily to support those who are at risk of falling behind.
- The childminder helps children to gain a good understanding of the world. She shows children where snails live in her garden and teaches them the names of different parts of the snail, such as the shell. The childminder plants fruit and vegetables with children to teach them how things grow and where food comes from.
- The childminder provides nutritious meals and snacks for children and ensures they have access to fresh drinking water. She makes sure that children have daily opportunities to move in different ways, such as running, jumping and balancing, to support their physical development.
- Overall, the childminder helps children to gain good communication and language skills. She talks with children and questions them effectively. The childminder sings songs and rhymes with children. She has a wide range of suitable books that are accessible to children. However, children show little interest and there is more to be done to ensure they develop a love of books.
- Children enjoy their play and become involved in various activities. However, they sometimes do not have time to finish what they are doing because the childminder packs away activities in preparation for lunch. This interrupts children's learning.

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:

- review the organisation of the routine to ensure that children have time to finish their play before activities are packed away
- strengthen knowledge on ways to enhance children's interest in books to support their language and literacy skills further.

Setting details

Unique reference number	EY311582
Local authority	Merton
Inspection number	10361765
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 July 2024

Information about this early years setting

The childminder registered in 2005 and lives in Morden, Surrey. She provides care for children from Monday to Friday, between the hours of 8am and 6pm, all year round, and is closed on public bank holidays. The childminder accepts government funding for childcare places. She provides occasional overnight care. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum, while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents 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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