

Childminder report

Inspection date: 17 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children have strong, close relationships with the childminder. The childminder ensures that children have their favourite toys and activities to help them to settle when they first start. Children feel secure, happy and confident. The childminder values each child highly. She has high expectations of children. Children have good physical skills. The childminder takes them to the local park each day where they move in different ways, such as running, climbing and sliding. Children develop small-muscle control during activities, such as they thread string through cotton reels and use crayons to draw pictures.

The curriculum builds on children's skills. All children make good progress in preparation for school. They gain good early mathematical skills. The childminder names the different shapes as children complete puzzles. She teaches them to count as they play. For instance, children count dinosaurs as they play imaginatively. Children learn about difference. The childminder reads books about different faiths and cultures to children. She discusses various special festivals, such as Eid and Diwali, with children. Children behave well. The childminder explains the impact of their behaviour and tries to find a fair resolution. She uses a calm and consistent approach.

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

- The childminder offers children a good range of stimulating activities. She checks their progress regularly. The childminder ensures that activities present the right level of challenge for children.
- Children learn good communication and language skills. For instance, the childminder introduces new words to children, such as 'over' and 'above', as children push toy trains over bridges. She reads a range of stories to children and children concentrate well. The childminder sings songs and rhymes to children and they learn new words.
- Children gain good independence skills. They feed themselves at lunchtime, and take off their coats and shoes when they arrive. Children help to tidy up at the end of play sessions.
- Children are confident and motivated to learn. They concentrate and show interest in activities. Children share, take turns and treat each other with kindness.
- The childminder supports children's creative development well. For instance, children enjoy creating their own models from play dough. They use cutters and rolling pins to roll and cut shapes out of the dough. Children create their own pictures using chalk and pencils.
- The childminder helps children to gain a good understanding of the world. For example, she points out different animals in stories, and teaches them their

names and the sounds which they make. The childminder plants and grows vegetables with children and teaches them how things grow.

- The childminder reviews her practice regularly. She considers the effectiveness of activities and makes changes, if needed. The childminder is clear about what she needs to do to build ongoing improvements. For instance, she plans to learn sign language to support children's development.
- The childminder is motivated to develop her skills further. For example, she has attended a course on child development, which has led to greater understanding in this area. The childminder is in regular contact with other childminders to exchange ideas for best practice.
- Children behave in safe ways. They walk sensibly indoors and sit down when eating to avoid choking. The childminder shows children how to use the stairs with care and caution. She teaches them about road safety and children use caution when walking outdoors.
- The childminder has good links with parents. She provides regular updates on children's progress through a secure software application and through daily conversations. The childminder encourages parents to share their observations of their children with her to support their learning.
- The childminder prepares nutritious meals and snacks for children. She ensures that they get fresh air and physical exercise. This promotes children's good health.
- The childminder ensures that children have daily opportunities to rest. However, children often sleep in their buggies, which restricts their movements as they sleep.
- The childminder has started to teach children about good oral hygiene. However, she has not fully developed this to promote children's awareness of how to maintain healthy teeth and gums.

Safeguarding

The arrangements for safeguarding are effective.

The childminder views children's safety with high importance. She ensures that her dogs do not have any contact with children and are kept in a secure place when she is minding. The childminder checks that her home is safe for children's use each day. She has a good safeguarding knowledge. For example, the childminder knows how to identify a child who might be at risk of abuse. She has a good awareness of a range of safeguarding issues, such as domestic abuse. The childminder knows how to report her concerns to protect children from harm.

What does the setting need to do to improve?

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

- review children's sleeping arrangements to ensure that they can move

comfortably as they rest

- strengthen children's awareness of good oral hygiene.

Setting details

Unique reference number	EY347698
Local authority	Merton
Inspection number	10235077
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	4
Number of children on roll	4
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2007. She lives in Morden, in the London Borough of Morden. The childminder provides care all year round from, 8am to 6pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent, while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interactions between the childminder and children, and discussed their progress.
- The inspector read and considered written comments from 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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