

Childminder report

Inspection date:

24 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are safe and settled in the childminder's nurturing environment. They develop exceptionally close and trusting bonds with the childminder and her co-childminder, who have a caring and friendly manner. Children demonstrate a positive attitude to their learning. This helps to create a good foundation for their future development. Children are provided with a curriculum that focuses on their individual learning needs and interests. They enjoy being outdoors and have fun developing their physical skills. For instance, children strengthen their hand-to-eye coordination as they use bats to play swing ball. Older children demonstrate a good knowledge of following effective hygiene practices. For example, they wash their hands prior to eating meals and snacks. Children confidently tell the inspector that this is because they do not want germs on their food.

Children's emotional security and well-being are central to the childminder's and her co-childminder's ethos. Children explore emotions and overcome obstacles in fun ways. The childminder reads children a story about a bear hunt. Children gain good word knowledge from the repetitive rhymes and sentences in well-loved stories. They enthusiastically use their bodies creatively to act out moving through the long grass and thick oozy mud. This helps children to develop a love of books and reading.

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

- Parents report that they are extremely happy with the quality of care that their children receive. The childminder regularly updates them about their children's day, progress and next steps in learning. She provides parents with plenty of ideas about how they can support their children's learning at home. For instance, parents receive newsletters, links, books and photographs, which are sent to them throughout the day.
- Overall, the childminder promotes children's communication and language through numerous methods. For example, she encourages children to sing songs and read stories. However, the childminder does not provide opportunities for children to increase knowledge of how to use rhythm and rhyming activities to further enhance their language development.
- Children develop their mathematical understanding at every opportunity. They explore technology to build on their interests and awareness of how things work. Children recognise shapes and explore colours as they access a range of educational battery-operated laptops. The childminder encourages children to count and use mathematical language as they build towers with building bricks. This helps to support children to be ready for school.
- The childminder and her co-childminder are excellent role models to children. Their gentle approach resonates well with children, who show exceptionally

good manners. For example, children show consideration for each other and happily share. The childminder regularly praises children for their admirable behaviour, which helps to build their self-esteem.

- Children have opportunities to understand and respect the similarities and differences between themselves and other people, outside of their own communities and religious backgrounds. For instance, they learn about an extensive range of festivals, such as Chinese New Year and Diwali. Children take part in memorable and exciting activities. For instance, they watch a sparkler display from a safe distance.
- The childminder is committed to her ongoing professional development. She attends training courses and network meetings to develop her knowledge. For instance, since her previous inspection, she has attended a course on oral health to enhance her understanding of supporting children's health and well-being even further. Children now take part in toothbrushing activities. The childminder uses a two-minute sand timer to help children to understand how long it takes to brush their teeth.
- The qualified childminders work together to monitor children's progress effectively. They know their children well and understand how they learn. The childminder and her co-childminder implement a broad a range of topics to support children's learning and targets. Children benefit from the broad curriculum and make good progress in relation to their starting points in learning. The childminder has high expectations for every child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues. She knows how to recognise and take action if she suspects that a child is at risk of being abused. The childminder keeps her knowledge up to date by accessing training, including how to keep children safe from radical and extreme views. She carries out risk assessments for her home. This ensures that children play and learn in a secure environment. The childminder takes effective action to protect children from the risks posed by use of the internet. For example, she makes sure that young children are supervised when they are online, to keep them safe.

What does the setting need to do to improve?

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

- plan more opportunities to support children's communication and language skills even further.

Setting details

Unique reference number	EY356376
Local authority	Merton
Inspection number	10138145
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	6
Number of children on roll	3
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in May 2007 and works from the home of another registered childminder in the London Borough of Merton. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Trisha Edward

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- At appropriate times during the inspection, the inspector spoke with the childminder, her co-childminder and the children.
- The inspector observed the interactions between the childminder, her co-childminder and the children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder and her co-childminder.
- The inspector took into account the verbal feedback from parents.

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 2021