

Childminder report

Inspection date: 17 October 2024

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 thrive in the care of this experienced and nurturing childminder. They are accustomed to the routines that foster independence. For example, they take pleasure in assisting with simple tasks, such as laying out the mat before snack time. The warm and friendly childminder prioritises building strong relationships with both the children and their families. She collects information about each child to tailor their care and learning from the start. This helps children to settle well and promotes their emotional well-being. All children, including those with special educational needs and/or disabilities, make consistent progress. The childminder embraces each child as a unique individual, adapts her home environment, and collaborates with other professionals to ensure each child receives the right support.

Children are enthusiastic and motivated to learn. They sing heartily and eagerly respond to instructions during games. For example, they jump on the sofa excitedly when the floor is filled with 'lava' and freeze when the music stops. The childminder's skilful and gentle interactions help children learn to play harmoniously together. Parents report their children behave well because the childminder is kind, loving, and patient with them. They appreciate the home-from-home environment where their children feel safe and make friends.

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

- The childminder builds on what children know and can do while maintaining daily communication with parents. Using this information, she plans activities tailored to each child's individual needs to build the skills they will need for future learning. As a result, children exhibit positive attitudes toward learning. For example, they persevere and concentrate in their play during activities like mixing paint and printing with a sponge.
- The childminder regularly evaluates her service to pinpoint areas for enhancement. For example, she now uses a communication audit to gain a clearer understanding of children's language development. This enables her to provide more targeted support. Especially for children where English is an additional language, this helps to promote good progress.
- The childminder is dedicated to fostering children's communication and language skills. She enthusiastically engages in frequent conversations, asks pertinent questions, and narrates as the children play. However, on occasion, she doesn't allow enough time for children to think and respond to further enhance their learning.
- The childminder effectively enhances children's vocabulary. She frequently introduces new words during playtime or while reading together. Children learn interesting words. For example, she teaches toddlers the word 'hibernate' when

discussing hedgehogs.

- The childminder's themed planning fosters children's connection to the world around them. They gather natural objects during woodland walks to create an Autumn box. 'Stick man', a character from a story they have read, becomes the focal point. Children gleefully look in the box and find the hedgehog to cuddle. When learning about fire safety, they visit the local fire station to bring their understanding to life.
- The childminder plans interesting outings to extend children's learning and offer them varied experiences. For example, they make friends in toddler groups, borrow books from the library, and have breakfast at a café. During these outings, the childminder teaches children important personal skills, such as road safety. They develop familiarity with members of the local community, such as the lollipop person. They go further afield to famous gardens to search for mini-beasts and learn how to plant.
- The childminder provides guidance to parents on offering a nutritious diet for their children. She promptly attends to children's physical needs and respects their privacy during changing. The childminder helps children understand how to care for their teeth through activities and by arranging a talk with a dentist. This helps to support their good health.
- Parents are overwhelmingly positive in their appreciation for the childminder. They value the warm and genuine interest the childminder shows their children. They note their children's social skills have improved in the energetic and vibrant setting. Additionally, they appreciate the outings their children are taken on and the photographs and videos documenting their child's progress. They say this gives them peace of mind to know their children are safe and happy in this enriching environment.

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:

- give children more time to think and process information when asking questions, to support their critical thinking and communication skills further.

Setting details

Unique reference number	EY389550
Local authority	Merton
Inspection number	10354699
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	1 November 2018

Information about this early years setting

The childminder registered in 2009. She lives in Morden, in the London Borough of Merton. The childminder operates her service from Monday to Thursday, all year round. She is open from 7am to 6pm. The childminder receives funding to provide free early years education.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.

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 2024