

Childminder report

Inspection date: 30 January 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enthusiastically engage in the good range of stimulating learning experiences the childminder provides. They show high levels of motivation and are challenged well. For instance, on a visit to the local park, children are fascinated to observe the workmen's hole in the road. They heartily shout 'wow' when they see the big truck delivering a skip. The childminder recognises children's uniqueness. She provides a clean, welcoming and friendly environment to meet children's individual needs.

The childminder is consistent in her expectations and this helps children to build warm and trusting relationships. Children behave well. They are kind and considerate. For instance, children happily share their food with others. The childminder states she is 'positive rather than negative' and this strongly supports children's good emotional well-being.

The childminder makes good use of the local and wider community. This helps to enhance children's learning and extend their understanding of the world. For instance, the childminder regularly takes children on visits to local parks and on woodland walks to explore the natural world. Children have many opportunities to meet with others and this helps to promote their good social skills. Young children learn how to keep themselves safe on outings when they follow safety guidance meticulously. For instance, children listen very carefully to reminders, such as holding hands and waiting.

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

- The childminder skilfully supports children's communication and language development. For instance, during play she speaks with children about their learning. She repeats key words and extends children's vocabulary. Very young children indicate what they want by babbling. The childminder intuitively knows how to correctly interpret and act on this.
- Children are happy to play. The childminder gives them lots of attention and they make good progress in their learning and development. For instance, the childminder follows children's lead in play and she has a good understanding of how children learn. Children have suitable opportunities to be creative. This is evident when they enthusiastically sing nursery rhymes and join in with action games.
- Children are developing their understanding of cause and effect. They know that if you push the swings they will move and go forwards and backwards.
- The childminder provides engaging experiences that help children develop their curiosity, imagination, communication and understanding of the world. There is a good balance of adult-led and child-initiated activities. Young children show

enthusiasm and extraordinary concentration. For instance, children persevere as they load cubes onto a digger and move it from one vehicle to the next.

- Partnerships with parents and other professionals are strong. The childminder shares information consistently. This unified approach helps maintain continuity in children's learning. The childminder is happy to act on feedback and to adjust her practice to each child's individual needs.
- The childminder has the highest expectations of children. She uses her broad knowledge and experience to plan and monitor children's learning. She makes effective use of assessments to plan well for children's next steps. She is self-assured to take action to help children who may need additional support.
- Overall, the childminder is committed to her professional development. She keeps up to date with developments in the early years through professional associations. However, the childminder has not focused her professional development on increasing her expertise of teaching to help children make even better progress.
- The childminder encourages children to develop their early literacy skills throughout all activities. Books are displayed attractively for children to freely select. Children become absorbed at looking at favourite books and listening to their favourite stories. For example, the childminder reads with dramatic effect and uses good questioning techniques to help children understand and enjoy the story.
- The childminder reflects on her practice. She uses the feedback responses from parents and external agencies to improve her provision. For instance, the childminder has improved her reading and communication resources. She has extended opportunities for children to explore information and communication technology. Children are more engaged in their learning and have developed a love of books. They are well prepared for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She has broad experience and this enables her to recognise signs and symptoms of possible abuse and neglect. In addition, the childminder has knowledge of wider safeguarding concerns, such as the 'Prevent' duty. The childminder knows who to contact and the action to take should she have concerns about a child's welfare. She completes comprehensive risk assessments. This helps her to identify and minimise risks to ensure children remain safe. The childminder maintains a safe environment. She checks all areas of her home and assesses possible risks when she takes the children on local outings.

What does the setting need to do to improve?

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

- enhance professional development opportunities, focusing more precisely on improving teaching and learning to help children make the best possible progress.

Setting details

Unique reference number	EY389711
Local authority	Merton
Inspection number	10074218
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 May 2016

Information about this early years setting

The childminder registered in 2010. She lives in Mitcham, in the London Borough of Merton. The childminder offers care Monday to Thursday, from 8am to 6pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The inspector had a tour of the premises and the areas used to care for children.
- The inspector accompanied the provider to the park when she took children on their daily outing.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder. The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at relevant documentation, including evidence of suitability and training. The inspector spoke to the children about their learning.

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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