

Childminder report

Inspection date: 24 June 2025

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 are happily occupied in this stimulating home. The childminder values all children and takes time to get to know their interests, which she links to tasks. Children engage well and thoroughly enjoy a wide range of activities. The childminder has warm relationships with children and has high expectations of each child. She shares her expectations with children and manages their behaviour in positive ways.

The curriculum is rich and broad, and all children make good progress. The childminder observes children regularly and supports any child who may be behind in their learning. She helps children to gain good creative skills. Children enjoy squeezing sponges in soapy water to create bubbles. The childminder encourages children to describe the foam and temperature of the water. They use their imagination as they bury toy dinosaurs in soil and take delight in digging them out again. The childminder gives children a range of musical instruments to explore different sounds, such as tambourines and shakers. She teaches children good mathematical skills as she compares the size of dinosaurs using words such as 'big' and 'small'. The childminder sings number songs and rhymes with children and counts jugs of water filled by them. She teaches children the names of different shapes they see around them. These activities provide children with valuable skills in preparation for school.

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

- The childminder helps children to gain a good understanding of the world. She teaches children about how dinosaurs lived and the food they ate. The childminder plants tomatoes with children to teach them how things grow and where food comes from. She teaches children about people who help us, such as paramedics and firefighters.
- Overall, children gain good independence. The childminder teaches children how to put on their socks and shoes, and they wash their hands independently. They help to tidy away toys when they have finished playing with them. The childminder supports younger children to learn how to put on their coats. She teaches them how to share and to take turns, for instance by playing simple board games.
- The childminder teaches children good communication, language and literacy skills. She reads stories to children and they listen attentively and make spontaneous comments. The childminder introduces children to new words, such as 'absorb', as they play with water and sponges. She sings lots of action songs and rhymes with children, and they learn new words as they sing along.
- The childminder liaises effectively with parents to ensure that they are kept informed of children's activities and progress. She works well with parents to

support children's development in areas such as potty training. Written comments from parents state their appreciation of a friendly and homely environment, and they are pleased with their children's progress.

- The childminder is strongly committed to maintaining good knowledge and skills. She has attended a range of courses, including training on improving outdoor play. This led to greater awareness in this area. The childminder reflects on her work regularly and sets goals to build ongoing improvement.
- Children develop good physical skills. They skilfully balance across tree stumps in the garden and enjoy jumping in and out of hoops. They practise throwing and catching skills with balls and enjoy regular music and movement sessions with the childminder.
- The childminder understands how to seek support to care for children with special educational needs and/or disabilities. She is aware of appropriate local services and will speak with parents to find out information about children. The childminder will use information gained from these sources and her observations to provide appropriate care and learning for children.
- The childminder offers children toys and resources that are regularly changed. However, if children want to play with something else, they have to ask the childminder for it to be taken out for them. This is because most toys and resources are placed out of children's reach. This inhibits children from selecting toys of their choice for themselves.
- The childminder provides well-balanced and nutritious freshly-prepared meals and snacks that meet children's special dietary needs. However, she has not fully developed children's understanding of the value of eating well. This means that they have more to learn about its benefits for their overall well-being.

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 organisation of the environment to enable children to have access to more resources of their choice
- strengthen the curriculum to develop children's understanding of the value of eating well, to promote their good health.

Setting details

Unique reference number	EY415255
Local authority	Merton
Inspection number	10388405
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	2 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 July 2019

Information about this early years setting

The childminder registered in 2010 and lives in Wimbledon in the London Borough of Merton. The childminder provides care for children Monday to Thursday from 8am to 6pm, all year round, and is closed on public bank holidays. She accepts government funding for childcare places.

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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