

Childminder report

Inspection date: 14 August 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

The childminder provides a welcoming and enjoyable environment for all children that helps them to feel safe and secure. She builds positive relationships with children and they thrive in her care. This helps to support children's emotional well-being. On arrival, children are keen and excited. They confidently tell the childminder that they are 'wet' from the rain. The childminder encourages young children to take off their shoes. Before children go outdoors, she supports them to put on their wellington boots to help to promote their independence and self-help skills.

The childminder implements her curriculum intent well, and it is ambitious for all children. Overall, she plans opportunities and experiences based on children's interests to help them to focus on their learning. She follows children's lead and is guided by their own play, interactions and learning. For example, the childminder provides opportunities for children to develop their love of trains and cars.

Children are proud of their achievements and problem-solving skills. They are keen to show the inspector a wooden train track they quickly piece together. The childminder knows the skills she wants children to learn. For example, she wants children to be confident and independent, with a strong 'can-do' attitude. The childminder supports children to behave well and develop social skills, for example when they meet with other childminders and the children in their care.

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

- The childminder provides good-quality and inclusive care and education to all children. She understands the importance of working in partnership with parents and other professionals to provide a consistent approach in children's learning. For example, the childminder has established positive relationships with teaching staff at other settings the children also attend. She speaks to them regularly about children's care and learning.
- Parents give very good feedback about the care the childminder consistently provides. They appreciate the information she frequently shares with them, such as what she wants their children to learn next. This helps parents to continue their children's learning at home.
- The childminder assesses children's learning to help to identify their strengths and any gaps in their learning. She knows where to seek advice if she has a concern about a child's development. This helps to promote a targeted approach and ensure positive outcomes for all children.
- The childminder engages extremely well with other professionals in the local area. For example, she frequently plans outings with childminders to help to promote children's social skills and support their sense of self within the

community. Furthermore, the childminder uses these opportunities effectively to share early years information and updates with other childminders. This helps to support her professional development and consistently improve her knowledge and skills to a good level.

- Overall, the childminder designs a varied curriculum to meet children's individual learning needs and promote their enjoyment. However, occasionally, she does not always identify learning opportunities as they arise to help to enhance what children know and can do. For example, when children enthusiastically explore a pretend doctor's kit and show delight at a slug outdoors, the childminder is less successful in following and extending children's interest to help to promote conversation.
- The childminder encourages older children to share their past experiences and events to help to promote their speaking skills and memory development. For example, older children keenly speak about a trip to a farm. They enthusiastically talk about the animals that they fed as they play imaginatively with a small-world farm and animals. This also helps children to make connections in their learning extremely well.
- Children benefit from experiences and opportunities planned by the childminder to help to promote their good health. She supports children to make sense of the natural world around them well. One such example is how the childminder teaches children how to grow and take care of plants. Children remember the names of the vegetables they grow, such as 'courgettes', 'tomatoes' and 'potatoes'.
- Overall, children make good progress in their communication and language development. However, the childminder does not frequently include younger children in the interactions she holds with older children to help to strengthen their language skills to an even higher level.

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:

- identify and use all learning opportunities and experiences to help to extend children's interests and learning
- focus more precisely on quieter children to help them make the best possible progress, particularly in their language development.

Setting details

Unique reference number	EY419394
Local authority	Merton
Inspection number	10354967
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Merton. She provides care Monday to Wednesday, from 8am to 6pm, for most of the year. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Jane Morgan

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 childminder.
- The inspector discussed with the childminder how she organises and implements her curriculum.
- The childminder took part in evaluating opportunities and experiences with the inspector.
- The inspector considered the quality of education during activities and the impact on children's learning.
- The inspector observed interactions and conversations between the childminder and children and considered the impact these have on children's learning.
- Parents shared their views on the childminder's provision with the inspector in written feedback.
- The inspector spoke to children during the inspection to find out what they enjoy.

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