

Childminder report

Inspection date: 4 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

What is it like to attend this early years setting?

The provision is good

Children flourish in the childminder's care. They are happy, confident and feel emotionally safe and secure. Children develop close relationships with the childminder and her family. They have access to an interesting curriculum that encourages them to develop a fascination in books. For instance, children try the different fruits, as read in stories, such as *Handa's Surprise*. They listen attentively to stories, ask and answer questions demonstrating good listening skills. Children's imaginations are promoted well. They have tremendous fun shopping in the role-play grocery shop, as they access a cash register and learn that money has value. Children are motivated to learn and concentrate well during activities. They develop their early literacy skills, such as identifying familiar letters in the home environment. They begin to understand about the sounds that letters make. This helps to encourage children to be ready for school.

The childminder has high expectations for children to achieve and make good progress. Children demonstrate increasing independence and an awareness of good health and hygiene. For example, children access the toilet independently and ask for help when needed. They learn to blow their noses, dispose of the tissues and wash their hands. Children receive lots of praise and encouragement throughout the day, which helps to support their self-esteem and confidence.

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

- The childminder places a sharp focus on helping children develop their early language and communication skills. For instance, she extends their vocabulary by introducing new words and their meaning. The childminder uses words such as 'rare', 'marigolds' and 'capers' during story times and discussions. This helps children become confident, skilful communicators.
- Children benefit from fresh air and daily exercise. They have plenty of opportunity to be physically active. The childminder opens her back doors to enable children to flow to and from the garden to follow their interests. This supports children, who prefer to learn outdoors, to thrive within the setting.
- Children play an active role in the preparation of lunch as they make their own pizzas. The childminder encourages children to try new foods and to be proud of their accomplishments once their pizza has cooled. They learn about the benefits of healthy eating, and what they like and do not like to eat. Children have excellent opportunities to observe how things grow. They help the childminder to plant, tend to, harvest and eat a range of fruits and vegetables. For example, they grow strawberries, grapes, aubergines, courgettes, tomatoes and a range of herbs.
- The childminder regularly monitors children's learning and development to identify what children know and can do, and plan for their next steps in learning.

- The childminder regularly completes training to develop her practice and further her knowledge. This helps her build on the good quality of teaching. For example, after completing a course about early mathematics, the childminder weaves mathematical concepts skilfully throughout activities. This supports children to count for purpose and use mathematical language during their play. Children confidently count 12 seeds which they collect from the soil. They are extremely pleased with themselves as they are encouraged to create the number '12' with magnetic numbers.
- The childminder has not fully developed partnerships with other settings children also attend. This means she is not able to build on topics that children are learning at school and support any individual targets.
- Children behave well and develop an understanding of sharing and turn taking. They regularly visit parks and soft-play areas to socialise with other children. The childminder talks to children about sharing and helps them find ways to resolve their disagreements.
- Partnerships with parents are good. The childminder includes them in the evaluation of her setting to gain feedback to help reflect on her practice. Parents are very complimentary about the childminder's service. They comment that their children are 'thoroughly happy and always coming home talking about the exciting things that they do during the day'. The childminder regularly shares information with parents about their children's progress and makes some suggestions on how they can support this at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities in keeping children safe. This includes ensuring that children are adequately supervised. The childminder completes regular checks of her home, including the outdoors, which supports her to identify and eliminate any potential risks. The childminder is aware of the possible signs that could indicate a child is at risk of harm. This includes safeguarding issues, such as female genital mutilation and radical or extreme views. The childminder knows the correct procedure to follow if she has any concerns about a child's welfare.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings to provide a consistent approach to children's learning and development.

Setting details

Unique reference number	EY423982
Local authority	Merton
Inspection number	10231797
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 7
Total number of places	5
Number of children on roll	7
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2012. She lives in Morden, located in the London Borough of Merton. The childminder is available to provide care for children all year round, from 7.30am to 6pm, Monday to Thursday. She holds a relevant childcare 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 showed the inspector around the areas of her home used for childminding, and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector completed a joint observation together.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the adults living on the premises, insurance and registers.
- The inspector took account of parents' written feedback as part of the inspection process.

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 2022