

Childminder report

Inspection date: 20 February 2023

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 settle quickly and develop strong bonds with the childminder, who is kind and caring. Children are happy and safe as they explore the welcoming home-from-home environment. They seek the childminder out for cuddles when they are feeling unwell or unsure. Children receive plenty of praise, love and attention, which allows them to thrive and develop secure levels of confidence and self-esteem. The childminder has high expectations for every child. Children are eager to please the childminder. They listen well, follow instructions and behave well.

Children are encouraged to have a can-do attitude and to learn to do things for themselves throughout the day. For example, younger children are able to spoon-feed themselves at mealtimes, and older children put on their own coats and shoes prior to outdoor play. Children's physical development is fostered well as they access the well-resourced garden area. Younger children understand the importance of firmly holding onto the ladder, as they negotiate the steps of the slide. This helps to promote their coordination and strengthen their arms and legs. Older children enjoy taking part in ball games, such as tether tennis, and demonstrate excellent coordination as they dropkick footballs with ease and skill.

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

- Children's early literacy skills are promoted well by the childminder. She supports the older children's early writing as they are encouraged to follow lines and zigzags in the wipebook. They concentrate effectively and inform the childminder, 'My line looks wobbly'. All children enjoy story times. They learn about proud 'Lenny the lion', who thinks he is too big to need anyone's help. The childminder uses the puppet in the book to interact with the children, which supports her to hold children's interest and attention.
- The childminder has a good knowledge of the progress each child is making and their next steps in their learning. She plans a meaningful curriculum that supports children to have fun while learning and to achieve their next steps. She communicates well with parents verbally to update them on their children's progress and what they can do to support children's learning at home. For instance, she provides advice on how to promote colour recognition and independence. This helps children to make good progress in relation to their starting points.
- Children are supported to develop good social skills and to gain an understanding of the wider world. They access small-world farm animals and recollect their previous visit to the farm, where they fed the goats and cows. This helps them to learn about animals and their habitats. The childminder takes children out on regular trips in the community. For example, the children visit parks and playgroups, where they can build new friendships and run around in

secure, open spaces.

- Children's mathematical development is promoted well as they independently count during their play. The childminder builds on this further through discussions of wider mathematical concepts, such as shapes and quantities.
- The childminder promotes children's knowledge of healthy lifestyles well. She encourages children to follow good hygiene routines as they wash their hands before meals and snacks. They discuss the benefits of oral hygiene as they talk about the importance of brushing their teeth daily and how animals clean their teeth.
- The childminder uses a number of effective methods to encourage children's communication and language, for example asking open questions, reading stories and singing. This impacts well on the children who communicate well with the childminder and each other.
- The childminder works closely with other settings where care is shared. She regularly exchanges information with them to enhance children's experiences and maintain continuity in their learning.
- The childminder regularly seeks the views of parents via questionnaires to support her to identify areas for improvement. She has developed links with local authority childminder advisors to further help her to review her provision and practice. The childminder attends a range of mandatory training courses. However, she has not yet considered identifying training opportunities to support her to raise the quality of her already good teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding and child protection. She ensures that her knowledge is up to date by completing regular training. The childminder understands the signs that a child may exhibit if their safety or well-being is at risk. She knows what to do and who to contact if she has concerns about a child's or their family's welfare. The childminder carries out risk assessment of her activities and her home daily, to ensure that they are suitable and secure for children. Young children are encouraged to keep themselves safe as they are taught how to negotiate the garden step safely.

What does the setting need to do to improve?

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

- identify a more targeted plan for professional development to increase knowledge and skills further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY424293
Local authority	Merton
Inspection number	10265156
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	07
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2011. She lives in Morden, in the London Borough of Merton. The childminder operates on Monday to Thursday, from 7.30am to 6pm, all year round, except public bank holidays.

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 provider and has taken that into account in their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The childminder and the inspector completed a learning walk and discussed the intent of her curriculum.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke to the childminder and children at appropriate times during the inspection. The inspector read feedback from parents during the inspection and took account of their views.
- A range of documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding children.

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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