

Childminder report

Inspection date: 7 July 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

The childminder supervises children effectively during their play and care routines. This promotes children's safety and emotional security. The childminder has built strong and trusting relationships with children. Children are relaxed and happy in the setting. The childminder teaches children to have good manners and encourages them to care for their environment. For example, she prompts children to tidy away their toys before moving on to another activity. Children listen and follow instructions well. Additionally, the childminder teaches children about diversity and modern life in Britain. As part of her inclusive approach, she has taken children and their families on visits to places of worship. This helps raise children's awareness of similarities and differences among people.

The childminder has high expectations for children's learning, which are reflected in her curriculum. She is focused on extending children's vocabulary so that they can express themselves confidently. She also fosters a love of singing and dancing. Children enjoy singing along to their favourite nursery rhymes, often saying to the childminder, 'Let's do it again.' The childminder ensures that children practise good hygiene to minimise the spread of germs and infectious illnesses. When playing outside, she checks that children are dressed appropriately for the weather to protect their health.

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

- The childminder has a kind and caring nature. She expresses joy when working with children. This has a positive effect on children, who respect and trust her. Children listen to her instructions well, which encourages their good behaviour. They have positive attitudes in all their activities, including at mealtimes. Children eat happily and make positive comments about their food, such as, 'This is delicious and juicy.' This shows children's healthy habits and a love for learning.
- The childminder has a clear vision for what she wants children to learn. Her ambitious curriculum equips children with the knowledge and skills they will need for their future education. For example, she teaches children age-appropriate tasks, such as how to clean their noses properly. Children also persevere when they put on their shoes for outdoor play. They demonstrate high levels of self-care and independence skills.
- The childminder carefully observes and assesses children's learning, which supports their good progress. She involves children when reading stories and encourages them to count. This helps children to express themselves verbally and recognise numerals. Children gain strong early language and mathematical skills. However, there are occasions when the childminder does not ensure that children have easy access to a broader range of toys and resources to support

their imaginative play, particularly when children engage in role-play activities indoors.

- The childminder is very good at collaborating with parents to benefit children. For instance, she discusses daily routines, including sleep times, to support children's health. Parents appreciate this effort and have noticed that the childminder has built a strong relationship with their children. This has had a positive impact on children's learning and emotional well-being. However, the childminder has not extended this collaboration to include other professionals involved in children's care and education. As a result, a consistent approach to children's care and development needs is not fully promoted.
- The childminder spends her time playing with children. For example, during a planned activity, she motivates children to explore toy vehicles. Children enjoy engaging in problem-solving tasks and concentrate for extended periods.
- The childminder evaluates her practice rigorously. She has acted on feedback from her last inspection and improved her outdoor provision. Children now have many opportunities to play and learn outside. For instance, she has introduced gardening to help children understand how plants grow. In addition, children have opportunities to practise their physical skills on ride-on toys.
- The childminder participates in training to enhance her practice and service. She has recently completed a course on safe sleeping arrangements for young children. This further promotes the safety of children. Children find comfort in lullabies and gentle words that help them unwind and drift off to sleep.

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:

- enhance the organisation of the learning environment indoors to ensure that children have a diverse range of toys and resources that support their imaginative play
- establish a partnership with other childcare providers that children attend to provide consistency in children's care and development.

Setting details

Unique reference number	EY425767
Local authority	Merton
Inspection number	10394887
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	30 September 2019

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Merton. She operates from Monday to Friday, from 8am to 7pm, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained how she plans her curriculum.
- The children engaged with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children, indoors and outdoors.
- The childminder and the inspector observed a planned activity and evaluated its impact on the children's learning.
- The inspector reviewed parents' completed questionnaires and spoke with parents over the telephone.
- The childminder provided the inspector with a sample of key documentation on request.

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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