

Childminder report

Inspection date: 22 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

Children are happy and settled in this warm and organised home. They are keen and curious learners, who engage well with a range of activities linked to their interests and skills. The childminder appreciates each child's personality and sees each child as being very special. Through a gradual settling-in process, children develop a secure and trusting relationship with the childminder and settle well. The childminder has high expectations of children, who are confident in her care. The childminder relates to children positively and manages their behaviour successfully.

Children make good progress through the provision of a range of different and stimulating activities. They enjoy using colouring pens, pencils and crayons to draw pictures. Children explore the texture of a range of different materials, such as mud and shaving foam, which supports their creative development well. They confidently count toy unicorns as they play and enjoy practising their number skills as they recite number rhymes. The childminder uses mathematical language to compare the length of sticks, such as 'long' and 'short'. She teaches children the names of different shapes and this promotes children's mathematical development. Children develop useful skills for when they go to school by being involved in these types of activities.

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

- The childminder knows how to seek support for children with special educational needs and/or disabilities. She is aware of the special educational needs code of practice. The childminder understands the need for effective liaison with parents, and professional agencies, to promote best outcomes for children. She observes the progress of all children and adjusts activities to meet the needs of each child. This helps any children who need additional support in their learning.
- The childminder updates her safeguarding and first-aid skills through regular training. She attended a course on developing the curriculum for children, which has enhanced her understanding in this area. The childminder identifies areas of her practice for development to support continuous improvement. She understands why it is beneficial to reflect on her practice.
- The childminder has successful partnerships with parents and works with them to support children's independence skills. She provides parents with daily updates on their children's development and the things they do each day. Parents' comments indicate that they see the childminder as supportive and child focused. They feel children are happy and make good progress in her care.
- Children gain good independence skills. For example, the childminder teaches them how to put on a doctor's coat during pretend play. They help to put paper and pens away when they have finished using them. The childminder supports children's turn-taking skills well by playing games, such as 'pass the parcel'.

- Overall, the childminder teaches children good communication, language and literacy skills. She puts a lot of effort into story telling by using lively facial expressions and tones of voice. The childminder gives children story props and they interact with the story well. She teaches children new words as she sings different songs and rhymes with children, who make good developmental progress.
- The childminder supports children's physical development well and children gain good skills. Children climb up the ladder and go down the slide. They enjoy using balance and movement to operate rockers in the garden. The childminder takes the children to the local park regularly, where they learn to move in different ways, such as jumping and running.
- The childminder is energetic and keen to support children's learning. She questions children effectively but, at times, does not give them enough time to think and respond. For example, the childminder asked children what they were making, and then said what it was without waiting for a response. This means that, at times, children do not have a sufficient period of time to reflect on questions and collate their response.
- The childminder has begun to teach children about oral hygiene. She talks to the children about the importance of regular brushing. However, she has not fully promoted this area of the curriculum. This means that children do not have a good awareness of the different ways to keep teeth and gums healthy.

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:

- give children more time to think and respond to develop their thinking and problem-solving skills further
- promote children's awareness further of how to keep their teeth and gums healthy.

Setting details

Unique reference number	EY445052
Local authority	Merton
Inspection number	10392512
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	4
Number of children on roll	9
Date of previous inspection	29 August 2019

Information about this early years setting

The childminder registered in 2012. She lives in south Wimbledon in the London Borough of Merton. The childminder provides care for children from Monday to Friday, 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 as 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.
- The inspector received feedback from 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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