

Childminder report

Inspection date: 6 November 2019

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 creates a relaxed and inviting environment. She knows the children well and plans activities that follow their interests, although their access to outdoor play is sometimes limited. The children are happy and form close bonds with the childminder. They have weekly opportunities to attend local community groups. The childminder regularly takes children to meet up with other local childminders and their children, which helps them to develop good social skills. Children show good levels of engagement during activities and are motivated to learn. The childminder has high expectations for every child. The childminder acts as a positive role model, treating children with respect. Children's behaviour is good. The childminder promotes diversity and equality through a broad range of activities. For example, children acknowledge a range of cultural and religious festivals throughout the year. The childminder develops positive relationships with parents, working closely with them at the beginning of the contract to share details of children's starting points. She continually keeps them informed of children's progress and targets. This helps to provide consistency in children's learning in most respects, although partnerships with the other settings that children attend are yet to be developed.

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

- Children are confident communicators and receive good support to learn new words as they play. The childminder talks to children constantly and asks questions to encourage their language and thinking. She further develops their language through regular story times, which children enjoy. Children have access to a broad selection of books, including those with their favourite characters. They snuggle close, listening keenly and talking about what they can see in the pictures.
- The childminder carefully monitors children's progress to ensure they make good progress from their starting points. She plans a stimulating curriculum that includes activities to meet their individual learning needs and interests. The childminder keeps parents engaged within their children's learning. However, she has yet to develop effective partnerships with other settings children attend, to promote consistency of learning.
- The childminder has a good understanding of how children learn and how she can support their development effectively. She offers children a wide variety of activities for indoor play. Children show excellent levels of curiosity and concentration as they engage in play. However, the organisation of outdoor learning experiences in the garden does not support children to thrive.
- Since her previous inspection, the childminder has increased opportunities for children to develop their mathematical awareness of shape, measurement and quantity. Children's knowledge of shape is promoted well during creative

activities. For example, they confidently created a 'house' from familiar shapes, such as squares and triangles, and children learned to use rulers to help them to draw tall grass.

- The childminder uses successful strategies to help children learn about a healthy lifestyle. For example, they take part in games and have discussions about healthy and not so healthy food choices. The childminder encourages children to follow good handwashing routines and talks about germs so they know why this is important.
- Children's knowledge of technology is developing well. They have access to a wide range of battery-operated toys and resources, such as the phonic bus. Children confidently turn it on and explore the buttons to hear information about letters and the sounds they make. The childminder promotes their knowledge further by helping them to identify meaningful sounds in spelling out their name. This helps to develop children's early reading skills.
- The childminder is committed to her ongoing professional development to provide good-quality outcomes for children. She regularly completes training and meets up with other local childminders to learn and share tips on good practice. She seeks the views of parents, who comment positively on the stimulating environment and range of learning experiences she provides for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes regular safeguarding training to help her to recognise children who may be at risk of harm. She has a thorough understanding of the procedures to follow should she have any concerns about the safety and welfare of a child. The childminder carefully risk assesses her home, garden and outings to keep children safe. She reinforces children's knowledge of keeping themselves safe. For example, when using age-appropriate scissors, the childminder reminds them to hold them safely to prevent themselves from cutting their fingers.

What does the setting need to do to improve?

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

- review children's access to learning opportunities outdoors to promote their engagement in sustained and challenging learning experiences
- build on the partnerships with early years professionals at other settings that children attend, to improve the consistency in learning.

Setting details

Unique reference number	138179
Local authority	Merton
Inspection number	10060348
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	8 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 1990 and lives in Colliers Wood, in the London Borough of Merton. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- The childminder completed a learning walk with the inspector around the areas of her home she uses for childminding. She talked about the different areas and the activities she provides to support children's learning and development.
- The inspector observed interactions between the children and the childminder while they were playing indoors.
- The inspector took account of verbal and written feedback from parents.
- The inspector observed a planned activity and jointly evaluated it with the childminder.
- The inspector sampled children's records and the childminder's certificates and documentation.

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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