

Childminder report

Inspection date: 16 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children build warm and positive relationships with the childminder, her family members and other children in the childminder's care. Young children eagerly tell the inspector the names of older children as they enthusiastically point to pictures displayed. This helps to support children's sense of belonging and self-identity. Children grow in confidence and achieve very well from when they first start as babies until they move on to school. They are emotionally secure and feel safe. Young children enjoy their time with the childminder. They benefit from a broad range of exciting experiences across the curriculum. For instance, they are introduced to different textures to promote learning and ignite their curiosity. Children keenly explore how foam feels, create patterns and make good attempts to write the first letter of their name. Young children become highly independent and behave well. For example, they use the toilet and wash their hands. They successfully put their coat and shoes on to go outdoors. Children benefit greatly from daily outings to promote learning and physical exercise and develop their social skills effectively. For instance, children enjoy fruit picking at a local farm, regular trips to stay-and-play and soft-play sessions, and visits to local parks and the seaside.

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

- The childminder has a good understanding of how children learn across the areas of learning. This leads to a range of interesting activities that meet the needs of children, such as those who prefer to play and learn outdoors. The exciting curriculum teaches children the skills they need for their next stages of learning and to successfully prepare them for school.
- Parents are kept up to date with their children's progress. Information about children's achievements is successfully shared with them to support children's learning at home. The childminder monitors and assesses children's good progress from their starting points. She skilfully identifies children's strengths and any areas where the progress is less than expected.
- Parents are very happy with the care their children receive. Parents comment that they value the support and kindness over the years and the childminder provides 'fantastic, educational and fun activities'.
- Children enjoy many opportunities to help them begin to learn about cultures and beliefs. They have a strong sense of belonging within the wider community. For example, children visit a mosque and Buddhist temple to help them learn about people's differences and similarities and promoting respect for others.
- The childminder has high expectations for all children. She is a good role model and helps support children's self-esteem very well. For example, she encourages children to use good manners and consistently praises them for their achievements and good behaviour.

- The childminder consistently engages in conversation with children. She introduces new words as they play, such as 'spirals', 'stripes' and 'dots', to help extend children's vocabulary further. Young children snuggle up with the childminder and enjoy the stories she reads to them. They listen attentively, recall and act out favourite parts. Children enthusiastically use a home-made telescope to look for a shark and excitedly shout out, 'There's a shark in the park.' This further helps promote children's love for books and reading and prepares them to become fluent readers.
- Early mathematics is introduced effectively to young children as they play, including counting, shapes and colour. The childminder introduces mathematical language and challenges children to solve problems for themselves, such as when they piece together a wooden train track.
- Young children eagerly learn how to use technology. They speak clearly and with confidence into an interactive speaker as they listen to songs when tidying up. The childminder understands when children are at risk, for instance when using the internet. She shares her concerns with children and parents to help them know the risks of digital technology and social media.
- Generally, the childminder understands the importance of self-evaluation to make improvements to her practice and the environment. She recognises where some improvements can be made. However, the childminder has not made best use of her self-evaluation, such as ensuring she keeps her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs of possible abuse, including wider safeguarding issues, that could place children at risk of harm. She knows the local procedures to follow should she have any concerns about a child's welfare. The childminder checks for hazards in her home, garden and prior to outings, to help maintain children's safety. The childminder carries out regular fire evacuation drills with children. She teaches all children road safety during trips and the walk home from nursery and school. This helps to teach children how to keep themselves safe and from harm.

What does the setting need to do to improve?

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

- make better use of reflective practice and identify clear targets for future development, to strengthen knowledge and skills to an even higher level.

Setting details

Unique reference number	138075
Local authority	Merton
Inspection number	10128382
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 June 2015

Information about this early years setting

The childminder registered in 1980. She lives in Morden, in the London Borough of Merton. She works Monday to Friday for most of the year, from 7.30am until 5.30pm. The childminder receives funding for free early education to children aged two, three and four years. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- A discussion was held between the inspector and childminder to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and the inspector assessed the impact this has on children's learning.
- The inspector discussed the needs of individual children with the childminder and talked with her about the progress they are making.
- A range of documentation and information was reviewed by the inspector, including evidence of the suitability of all persons living at the premises.

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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