

Childminder report

Inspection date: 16 January 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a clean, welcoming and friendly environment where children play happily. She is caring and consistent in her expectations for excellence. For instance, she wants all children to understand the importance of doing the best they can and achieving success in their future lives. Children receive dedicated attention, and this helps them to settle in and develop strong attachments. Children explore their environment with enthusiasm. The childminder sets clear boundaries which help children to feel safe and secure. Children enjoy their time with the childminder. She offers them lots of praise. Children are proud of their successes, and this promotes their high self-esteem and good behaviour.

The childminder has enriched the experiences on offer for all children. She knows the children well, and plans an interesting variety of challenging activities across all areas of learning. For instance, children made an igloo for their imaginative play and made animal footprints in the 'magic snow'. The childminder plans activities for children based on their interests and individual learning styles. Children are engaged and experimental in their play.

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

- The childminder wants her setting to feel like 'home away from home' for all children who attend. She wants the children to like being at the setting and treats all children as if they are her own. The childminder praises children at every opportunity, and this supports their good motivation and confidence. She sets clear boundaries for children's behaviour, which helps to keep children's social and emotional well-being at a high level.
- Partnerships with parents and other providers are strong. The childminder shares detailed information about children's achievements. Good information-sharing helps to ensure that everyone involved receives the information they need to help support continuity in children's care and learning.
- Younger children are developing good independence and self-care skills. For instance, they know where to hang their coats and know to put their personal belongings in their boxes.
- The childminder plays alongside children as they discover and investigate toys and resources. She speaks with children continuously, and this helps them to make good progress in their communication and language development. The childminder supports children's developing verbal skills effectively. This is evident when she introduces words such as 'squishy', 'gooey' and 'glittery' during a creative activity. She talks to children about what they are doing and this helps to extend their vocabulary. However, occasionally, she does not give children sufficient time to think and process what she is saying, before moving on to something else.

- Children are highly independent, inquisitive and motivated to learn. They make good progress in their learning and this prepares them well for future learning. Children learn how to count, sort and sequence numbers. This supports their good developing mathematical and deductive skills.
- The childminder uses proven methods of observation and assessment to identify and plan for children's next steps in learning. All children make good progress from their starting points. They concentrate for increasing lengths of time and show a keen interest in problem-solving. Children expertly observe that '9' looks like '6' if you turn it around. Children develop skills and knowledge which prepare them well for their eventual move to school.
- The childminder has a good understanding of how children learn and develop. She provides opportunities for children to practise the skills they need. For instance, children make numbers in dough to develop their dexterity. However, the childminder does not consistently promote children's growing independence during adult-led activities. There is a tendency for the childminder to do things for children, rather than encouraging them to show what they know and can do.
- The childminder is reflective. She knows what to improve in her practice and provision in order to secure the best outcomes for children. She uses feedback to improve children's understanding of technology.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She has extensive experience and has completed training. The childminder has knowledge of wider safeguarding concerns such as the 'Prevent' duty. This enables her to recognise signs and symptoms of possible abuse and neglect. The childminder knows who to contact and the action to take should she have concerns about a child's welfare. The childminder completes comprehensive risk assessments, and this helps her to identify and minimise risks to ensure children remain safe. The childminder maintains a safe environment. She checks all areas of her home, and assesses possible risks when she takes the children on local outings.

What does the setting need to do to improve?

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

- provide more opportunities for children to extend their thinking skills and enhance their learning
- extend children's experiences to increase their independence, building on what they already know and can do.

Setting details

Unique reference number	138081
Local authority	Merton
Inspection number	10138141
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 February 2016

Information about this early years setting

The childminder registered in 1997 and lives in Wimbledon, in the London Borough of Merton. She operates from 8am to 6pm Monday to Thursday, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The inspector observed teaching and assessed the impact this has on children's learning and development.
- The inspector jointly evaluated an activity with the childminder. The inspector held discussions with the childminder throughout the inspection.
- The inspector looked at a selection of documents which included risk assessments and evidence of suitability.
- The inspector took account of the written views of parents received on the day of the inspection.
- The inspector completed a learning walk with the childminder, and discussed the curriculum and how she implements it.

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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