

Childminder report

Inspection date: 29 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

Children make good progress from their starting points in this child-centred environment. The childminder recognises the distinctiveness of each child, and this helps to ensure she meets their individual needs and promotes their welfare. She provides a safe, welcoming and friendly environment where children are happy to play. The childminder is ambitious for children. She is consistent in her expectations and this helps children to feel secure. Children enthusiastically engage in the good range of innovative learning experiences in this stimulating home. They are fascinated to observe, and discuss, wild birds feeding. They know that the big, grey bird is a wood pigeon and correctly find it on the wildlife chart. Children make independent choices about their play. They select their own toys and enjoy positive support from the childminder. Children play with the garage, putting different cars through the 'car wash'. They count the cars going through and discuss whether they are 'too big'. The childminder is skilled at ensuring children's development, welfare and individual needs are well met, although activities are not always suitably matched to children's understanding. The childminder promotes children's good behaviour through discussions and encouragement. She makes good use of the local and wider community. This helps to enhance children's learning and extend their understanding of the world. Children have many opportunities to meet with others, and this helps to promote their good social skills.

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

- The childminder values children's contributions and inventions and this ensures children's confidence and self-esteem are well promoted.
- Children demonstrate their knowledge of problem-solving and develop their skills for the future as they learn about technology. For instance, children work out how to operate tweezers. They discover which buttons to press for different songs and rhymes on the computer.
- Children are developing their understanding of cause and effect. They observe trains, large cranes and understand the sequencing of traffic lights on their way to and from school. They know that when the train barriers go down, a train will arrive.
- Children have many suitable opportunities to be creative. This is evident when they manipulate dough, draw, make models and mix colours with paint. Children bounce on the trampoline, ride on scooters and dig in the wet sand.
- Partnerships with parents and other professionals are strong. The childminder shares information consistently. This unified approach helps to maintain continuity in children's learning. For instance, the childminder has daily discussions and shares daily diaries, summary reports, observations and children's observation folders. Parents write positive comments about the good quality of the care and education the childminder provides.

- Overall, the childminder uses her good knowledge to monitor and plan for children's learning. She follows children's ideas and interests and is self-assured in taking action to support children who may need additional support. However, planning for children's next steps during adult-led activities does not always provide sufficient challenge.
- The childminder has a strong commitment to her professional development. She takes every opportunity to access training opportunities to help enhance her expertise.
- The childminder encourages children to develop good early literacy and communication skills throughout all activities. Children thoroughly enjoy listening to stories which the childminder reads with drama and enthusiasm. The childminder engages in extensive conversations with children, asking questions that are open ended. She ensures that children have enough time to think before making their responses.
- The childminder supports children who speak English as an additional language effectively, and this helps to make learning more accessible. For example, she makes the effort to learn words in children's home languages and provides them with clear explanations.
- The childminder evaluates her service effectively. She uses feedback from parents and others to improve her provision. She has provided even greater opportunities for children to develop their self-help skills. This is evident when children organise their personal belongings and get their coats and boots when they are going out. Children have good manners, take turns and tidy away their toys.
- The childminder has a professional approach to her work. She keeps up to date with developments in the early years through professional associations and attending training. Additionally, the childminder maintains good relationships with other early years settings that children attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She has broad experience and has completed training. This enables her to recognise signs and symptoms of possible abuse and neglect. In addition, the childminder has knowledge of wider safeguarding concerns, such as the 'Prevent' duty. The childminder knows who to contact and the action to take should she have concerns about a child's welfare. She 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 she 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:

- enhance learning opportunities so that adult-led activities are more suitably matched to children's level of understanding and ability, to enable them to make more rapid progress.

Setting details

Unique reference number	403853
Local authority	Merton
Inspection number	10138135
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	4
Number of children on roll	4
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 2001. She lives in Morden, in the London Borough of Morden. The childminder operates Monday to Wednesday, all year round, and holds a childcare qualification at level 3.

Information about this inspection

Inspector

Vicky Forbes

Inspection activities

- The inspector observed the quality of 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 relevant documentation, including evidence of suitability and training. The inspector spoke to the children about their learning.
- The inspector took account of the written views of parents received on the day of the inspection.
- The inspector had a learning tour of the premises and the areas used to care for children. The inspector went with the childminder when she collected children from school.

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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