

Childminder report

Inspection date: 24 February 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	Good
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What is it like to attend this early years setting?

The provision is good

Children's personal, social and emotional development are promoted well. Very young children keenly play alongside one another and they begin to share and take turns with toys. Children show a very keen interest in toys with buttons, flaps and sounds, and excitedly dive into a small ball pool full of coloured balls. They are motivated and keen learners. Children feel safe to confidently and independently explore their environment, and they regularly return to the childminder for a cuddle. Children benefit from secure attachments they have formed with the childminder and co-childminder; they are emotionally secure.

Children confidently crawl, cruise furniture and toddle. When they take their first steps, the childminder excitedly praises them for their efforts to further promote their sense of achievement. Children willingly follow simple instructions, such as when they help to tidy up and wash their hands before mealtimes. They behave very well given their young age. Overall, the childminder successfully supports children's early communication and language skills. For example, the childminder skilfully comments on their play and names different objects. The youngest children enjoy babbling and keenly experiment with using sounds. They make good attempts to copy single words, such as 'bird' and 'cow'. They thoroughly enjoy the company of the childminder, co-childminder and other children.

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

- Since moving premises, the childminder aims to continually provide good-quality, inclusive care and education to all children. However, the childminder does not use self-evaluation well enough to identify further areas for improvement. In particular, she has not accessed training to help develop her knowledge and good teaching skills to a higher level. That said, she has identified training to support boys' learning. The childminder has not considered other ways to seek the views of parents to further support her self-evaluation process.
- Partnerships with parents help to promote consistency in children's care and learning. The childminder gains information from parents when children first start to help identify what children already know and can do, and their interests. She carefully considers very young children's individual needs and effectively follows their care routines from home.
- Children benefit from healthy, home-cooked meals and snacks every day to help support their good health. Occasionally, the childminder and co-childminder take children on trips to local stay-and-play sessions. Children have lots of fresh air daily, such as when they go with the childminder to collect children from local schools. However, children are not provided with many opportunities to explore the natural world and promote and challenge their physical skills outdoors.
- Children eagerly communicate their needs and wants, such as through gestures

and pointing. When very young children are tired, they snuggle into their comforter and wait by the stairs to let the childminder know how they are feeling. The very caring and sensitive childminder quickly responds to young children's needs and take them upstairs for a morning nap. Children's emotional security is promoted well.

- Children consistently show enjoyment and curiosity. The childminder provides a variety of opportunities to help support children's imagination. For instance, young children tuck a pretend phone under their chin when the childminder says, 'Hello'. They explore the textures of metal pots, pans and pretend cooking tools. Children excitedly bash, bang and stir in a large bowl. Young children wiggle, jiggle and move their arms when the childminder sings songs to further promote their early language skills and enjoyment. Even though the childminder reads stories to children, these books are not easily accessible in order to help promote young children's love of books.
- The childminder knows children well. Her curriculum is constructed based on children's interests and next steps in their learning. She uses ongoing assessments and information from parents to plan activities that build on what children already know and can do. Overall, teaching is effective and is carefully adapted to meet the needs of children. For instance, the childminder provides activities to encourage the youngest children to take their first steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She is familiar with local safeguarding procedures and who to contact should she have any concerns about the welfare of children in her care. The childminder understands her role to protect children from extreme views and beliefs. She carries out daily checks of the environment and garden to remove or minimise potential hazards to children. In particular, she has identified her new garden as not yet suitable for children to use. The childminder and co-childminder have a shared responsibility to keep children safe.

What does the setting need to do to improve?

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

- strengthen procedures, including using parents' views, to evaluate and develop teaching and children's achievements to even higher levels
- make better use of the outdoors to further support children's physical exercise and develop their exploration of the natural world
- review the organisation of the learning environment to provide opportunities for children to access books they can freely choose for themselves.

Setting details

Unique reference number	138007
Local authority	Merton
Inspection number	10072408
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 May 2016

Information about this early years setting

The childminder registered in 1998. She lives in the London Borough of Merton. The childminder provides care all year round from Monday to Friday, 7.30am until 7pm. The childminder works with a co-childminder.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- A tour of the premises was completed with the inspector and the childminder, and they discussed how the environment and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder about children's achievements. She looked at relevant documents, including evidence of the suitability of persons living and working in the household.
- At convenient times, the inspector spoke to the co-childminder.

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

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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