

# Childminder report

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Inspection date:

27 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

The childminder and her assistants form warm relationships with children. Children feel safe and secure in their care. New children settle in quickly and develop close bonds with the adults. They appear happy and readily turn to them for comfort and reassurance when they need it. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children are well behaved.

Children have a broad range of opportunities to develop a good understanding of diversity. For example, throughout the year they take part in a range of creative activities to help them learn about different festivals and celebrations. This supports them to learn about different customs and faiths beyond their immediate family. However, children have limited opportunities to engage in discussions about being healthy, to further enhance their knowledge and awareness of healthy eating.

The childminder takes effective steps to build on children's language skills. She provides frequent opportunities for them to sing and to share their thoughts and jokes. Children enjoy a wide range of interesting and challenging activities which ignite their interest in learning. However, the childminder completes limited professional development to increase her understanding of play and development.

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

- The childminder knows children well and understands how they learn. She uses a range of topics to plan activities effectively which support children's learning and targets. The childminder completes regular observations of children to closely monitor their development. She uses this information to regularly identify any gaps in their learning and implements plans to support their progress. Children benefit from a broad curriculum. The childminder has high expectations for every child in her care.
- Partnerships with parents are effective. The childminder uses the settling-in process to gain a strong understanding of children's abilities, routines and interests. This supports her to find out children's initial starting points. The childminder promotes two-way communication with parents effortlessly. For example, she regularly provides them with information about their children's progress and targets. Parents are encouraged to support children's development at home. This enhances children's abilities to make good progress.
- Overall, children develop a growing awareness of how to keep themselves healthy and manage reasonable risks. The childminder and her assistants provide children with fun opportunities to gain practical skills. For example, they access heart-shaped cutters to create fruit kebabs. Children experience a range

of vegetables and fruits as they play in the well-resourced role-play market. They confidently identify aubergines, red onions and mangoes. However, children's knowledge of the benefits of healthy food is not so well enhanced.

- The childminder is proactive in promoting children's mathematical development. For example, she encourages children to count the pieces of fruit on their kebab. The childminder challenges older children to identify the number of fruits that they have on their kebab to corresponding numbers in the environment. This helps to support children's number recognition in fun ways.
- Children persevere during their play. Younger children concentrate intently and demonstrate good coordination, for example as they feed fruit onto their kebab sticks. Older children demonstrate excellent small-movement abilities as they use scissors to cut out items for their shopping list. Children use pencils to make marks as they create receipts, messages and shopping lists. This helps to enhance their early writing skills. Children develop effective skills for their move on to nursery or school.
- The childminder regularly reflects on her practice and evaluates the effectiveness of her provision. She works closely with her assistants and parents to plan improvements to her setting which benefit the children in her care. This helps to contribute to the good learning environment that children benefit from. The childminder and her assistants complete mandatory training, including first aid and safeguarding. However, the childminder has not considered their ongoing professional development to support her in enhancing teaching practice to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with legislative changes and attends regular child protection training. She has a good understanding of what might give cause for concern about a child's welfare and knows how to refer any concerns to the relevant agencies. The childminder works closely with her assistant to promote children's safety well. They use risk assessment checklists to support them to minimise and remove hazards in spaces where children play. The childminder appreciates the potential dangers posed by use of the internet and takes effective action to protect children from these.

## What does the setting need to do to improve?

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

- extend opportunities for children to develop their understanding of the benefits of healthy eating
- make the best use of professional development opportunities to increase knowledge and teaching skills to the highest level.

## Setting details

<b>Unique reference number</b>	EY420768
<b>Local authority</b>	Merton
<b>Inspection number</b>	10074682
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	16 June 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Raynes Park, in the London Borough of Merton. She operates from 7.30am to 6pm, Monday to Friday, for 50 weeks of the year. The childminder holds a childcare qualification at level 3 and works with two assistants.

## Information about this inspection

### Inspector

Trisha Edward

### Inspection activities

- The inspector had a tour of the areas of the home available to children and completed a learning walk with the assistant to discuss the organisation of the provision.
- The inspector took into account the written views of parents.
- A range of documentation was looked at, including safeguarding policies, training certificates and evidence of the suitability of adults living and working on the premises.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector observed the interactions between the childminder, her assistant and children.

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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