

Childminder report

Inspection date: 10 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress from their various starting points. They gain independence skills as they carry out age-appropriate tasks, such as helping to put away toys and putting on their shoes. Children are developing physical skills that are typical for their age group. For example, younger children test and practise their walking skills with increasing confidence. The childminder has high expectations for children's behaviour. She reinforces her clear rules and boundaries consistently, which help children to behave well. Children's good behaviour shows that they feel happy and safe in the setting. For instance, they enjoy playing with a wooden train track, sharing and taking turns. Children receive lots of praise and encouragement from the childminder. This promotes their emotional well-being effectively. Children have access to multi-cultural resources and see displays that support their understanding of cultural diversity. They enjoy various local outings, such as to parks and playgroups. Those who speak English as an additional language hear and use their home languages. This practice aids children's understanding of the wider world and differences in people. Children are motivated to learn and have positive attitudes to learning.

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

- The childminder makes effective use of the self-evaluation to help her reflect on her practice. For example, in response to the COVID-19 (coronavirus) pandemic safety guidelines, she has reviewed the setting's cleaning procedures and hygiene routines. This practice helps to protect children's health and well-being.
- The childminder reads story books and sings popular nursery songs, which children enjoy. At times, she does not give children the time they need to think about and answer her questions before moving on to the next. This does not extend children's language skills as much as possible.
- The childminder observes and assesses children's learning regularly, to help plan a curriculum that is based on their individual needs. However, she occasionally focuses on completing the task in hand, which sometimes prevents children from pursuing a new interest.
- Children develop close bonds with the caring and enthusiastic childminder. This positive relationship supports children's emotional well-being effectively.
- Children make good friendships in the setting. They are learning to work cooperatively and share toys. Children's behaviour is good.
- Children's understanding of mathematical concepts is promoted well. For instance, they are encouraged to count objects during activities and spontaneous play. Children complete puzzles that help to develop their understanding of shape and patterns.
- Partnerships with parents are successful. The childminder keeps parents up to date about their children's progress over time. She encourages parents to share

information about what their children do at home to help with her planning. Parents are 'absolutely delighted with the care' their children receive. Children benefit from this successful partnership.

- Partnerships with other early years providers that children attend are effective. The childminder is proactive in seeking information about what children are doing and learning at school. This offers children consistency in their care and learning.
- The childminder keeps her early years knowledge current through training and by liaising with other childminders. Following training, for example, she has increased her knowledge of how to plan a variety of activities more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is rigorous in her approach to keeping children safe. For example, she teaches children how to look all around for traffic as they walk to school. This helps children to understand the risks associated with crossing roads. Supervision of children is good. The childminder ensures that children are always within her sight and hearing to protect their welfare. The childminder has completed training that gives her the knowledge of how to identify and report any concerns to authorities. She is confident in what to do in the event that an allegation is made against her or any household member.

What does the setting need to do to improve?

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

- strengthen understanding of how to extend children's language skills further
- take account of the changes in children's interests during activities and support them even more effectively when they want to do something else.

Setting details

Unique reference number	EY556371
Local authority	Merton
Inspection number	10175083
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in the London Borough of Merton. She offers her service from 7.30am until 5.30pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector accompanied the childminder and children on a walk to the local school. She observed children's play experiences and assessed the impact this has on their learning.
- The childminder showed the inspector around the areas of her home that are used for childcare. She explained to the inspector how she plans her educational programme to meet children's needs across the areas of learning.
- The inspector read written feedback from parents and took this into account.
- The inspector looked at the childminder's documents, including evidence of suitability of adults living in the household.

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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