

Childminder report

Inspection date: 17 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 are happy, independent learners. They exhibit good concentration as they engage in play. For example, children become engrossed in problem-solving while using magnifying glasses to figure out what sea animals are frozen in the ice. They skilfully use a broad range of tools to help them to get the animals out of the ice. The childminder organises her home effectively to ensure children access a good balance of indoor and outdoor activities. The childminder encourages all children, including those who have limited opportunities to be outdoors, to discover their fascination with the world around them. For instance, they collect and count snails, and learn how cucumbers and strawberries grow during planting activities. The curriculum is planned effectively to enable children to acquire important skills as they progress through the various stages of their development. The childminder compiles accurate assessments of children's learning. This supports her to swiftly identify gaps in development and to seek professional help to enable children to catch up quickly. Children grow in independence and are encouraged to manage their own care needs. They dress themselves for school and put on their own shoes. Older children show care and consideration to peers by offering support when they see it is needed.

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

- Books feature well within the childminder's daily routines. She implements story times which follow children's interests and build on the subjects they are covering. Some children have a real passion for stories and become excited when seeing their favourite books. The childminder encourages them to read to their friends. Older children strengthen their finger skills by using clothes pegs, which they clip on to the childminder's jumper. Younger children concentrate intently as they access bricks to build towers. All of which helps to strengthen their pre-writing and pencil control skills.
- The childminder plans exciting activities based on children's interests and the areas of learning. Teaching is effective as she plays alongside the children, helping them to be excited and motivated to learn. The childminder increases children's knowledge and skills by introducing new themes and ideas to broaden their experiences. The current theme is under the sea, providing children with opportunities to learn about underwater animals.
- The childminder does not fully liaise with other settings where care is shared to discuss learning priorities. This does not fully promote consistency in children's learning.
- Children learn about the lives of people and communities beyond their own experience. For example, they access diverse resources and learn about a number of cultural and religious festivals throughout the year. This supports them to learn tolerance and compassion for all.

- Children enjoy taking part in creative activities. For example, when in the garden, they use a range of ingredients to create rainbow soup. Younger children roar fiercely during small-world play, as they take dinosaurs on imaginary journeys.
- The childminder is a good role model and is kind and thoughtful as she talks and interacts with the children. She teaches them how to share, take turns and listen to her instructions. Children's behaviour is good.
- Parents highly praise the childminder. She keeps them informed of their children's day and progress daily. However, the childminder is not as effective in gaining vital information from parents when children first start. For example, she does not gather information about what children already know and can do to enable her to build their skills.
- The childminder has a positive attitude towards her continued professional development. She regularly evaluates her practice and attends training to help her raise the quality of her provision. For example, since completing 'supporting children's open-ended play' training, she uses more open questions during play. This helps to increase children's language and thinking skills, which supports children to be skilful communicators .
- Children's knowledge of mathematical concepts is developing well. The childminder introduces positional language during play and encourages children to count and identify shapes. Older children recognise written numbers and can confidently count beyond 10.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping the children in her care safe. She knows how to identify the signs of abuse and who to report her concerns to. The childminder regularly keeps up to date with the latest child protection information and guidance through attending training. Her home is safe and she conducts regular risk assessments of her home and when children take part in outings. The childminder engages in safety discussions with children prior to outings. Older children are aware that if they cannot see the childminder then she cannot see them, so they stay close while out and about.

What does the setting need to do to improve?

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

- review existing partnerships with other settings where care is shared to exchange important information to ensure consistency in children's learning and development
- strengthen the settling-in process further by obtaining starting points from parents to use as a foundation for children's learning.

Setting details

Unique reference number	2501183
Local authority	Merton
Inspection number	10191524
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 6
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Wimbledon Chase, London. The childminder works Monday to Friday, from 7.30am to 6pm, for 50 weeks of the year.

Information about this inspection

Inspector

Trisha Edward

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- Throughout the inspection, the inspector observed the quality of education both indoors and outdoors and assessed the impact this has on children's learning.
- The childminder and the inspector completed a learning walk of the setting, where they discussed how the childminder uses the premises and resources for children's care and learning.
- The inspector sampled a small selection of documentation, including evidence of the suitability of household members, insurance, and the childminder's training.
- The inspector spoke to the childminder and children during the inspection, and took account of the views of parents that were provided in writing and on the telephone.
- The childminder and the inspector carried out a joint observation together to assess the quality of teaching and learning.

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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