

# Childminder report

---

Inspection date: 19 July 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children are happy, excited and thrive in this extremely safe, welcoming home. The childminder provides children with an outstanding range of activities and opportunities in the home and on outings. The childminder places high priority on developing and widening children's communication and language. This is done through numerous methods that include stories and discussions. As children problem-solve how to release dinosaurs frozen in ice, the childminder introduces more complex words. They learn that a person that digs up dinosaur bones is called a palaeontologist. Children listen intently at story times. Older children speak fluently, using their ever increasing vocabulary.

The childminder monitors children's achievements extremely accurately. She takes swift and decisive action when she identifies areas where children might need additional support. The childminder's curriculum is sharply focused on continually preparing children for the next stage in learning. This helps children to make rapid progress. The childminder has particularly high expectations for children's behaviour. She teaches children the motto, 'Have kind hands and love in our hearts'. This resonates well as children are polite, kind and have manners. Younger children thrive during outdoor play. They spin in delight watching the ribbons on a stick dance on the wind.

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

- Children have extensive opportunities to visit places within the community to explore themes and their interests. For example, children visit the zoo to gain a better understanding of different animals and their habitats. They are eager to share their experiences of their visit to play dinosaur mini golf at a local sports arena.
- The childminder's charismatic hands on teaching style motivates children to be engaged and motivated during activities. For instance, they develop their small-muscle skills and patience as they use pipettes to mix coloured water.
- Children of all ages develop a real eagerness for learning and enjoy leading their own play. Younger children understand how things grow and take it upon themselves to transport cups of water from the water tray to water the plants.
- The childminder is particularly effective in continually evaluating her curriculum and provision. She values the views of the children and the parents to help her make plans for improvement. For example, after comments from parents relating to growing things, the childminder engaged children in planting and harvesting various crops, including beans.
- Older children assertively use their knowledge of linking letters to sounds to identify and read words within the environment, demonstrating their early reading skills. The childminder is pivotal in promoting this as she creates an

amazing print rich environment with words, pictures and home-made busy books. Young children concentrate intently as they match the small world zoo animals to the animals on the picture zoo animals check list.

- Strong partnerships with parents have been made. The childminder keeps them fully informed about their children's progress and developing needs, through online systems. Parents regularly share the learning from home. The childminder ensures they work closely together to enable children to gain a consistent support. Parents have high praise of the care the childminder provides. They state 'He has learned so much and has developed his knowledge and skills thanks to the stimulation he has received'.
- The childminder is passionate about her work with children. She prioritises training and has attended a multitude of courses relating to curriculum, teaching and behaviour. All of which helps her to maintain her curriculum and provision to the highest level.
- The childminder skilfully and consistently promotes children's mathematical skills through their play and routines. She uses the opportunities that arise to help older children to finger count, make predictions, observe patterns and use mathematical language. Older children confidently count to 12 and above and use mathematical language, like half, when cutting their sandwich.
- The childminder provides children with excellent encouragement to carry out tasks for themselves. Older children manage their care needs exceptionally well and do so independently. Children develop high levels of independence and confidence in their own abilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a wide-ranging knowledge of child protection issues. She is clear about signs that may indicate concerns about a child's welfare. She has an excellent understanding of her role and the reporting requirements to follow to keep children safe from harm. She frequently attends training to keep her knowledge updated. The childminder is extremely conscientious during warmer weather. For example, she set up activities under UV tents to enable children to play without the threat of sun damage. Older children understand the importance of keeping themselves safe by wearing sun hats, sun cream and drinking lots of water.

## Setting details

<b>Unique reference number</b>	EY561893
<b>Local authority</b>	Merton
<b>Inspection number</b>	10190859
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	2
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018. She lives in Raynes Park in the London Borough of Merton. She offers care Monday to Friday from 7.30am to 6pm, term time only.

## 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 she has taken this into account in her evaluation of the setting.
- The inspector and the childminder completed a learning walk of the setting where they discussed the early years provision and the aims of the curriculum.
- The childminder completed a joint observation with the inspector to observe the quality of teaching.
- The inspector took into account the written and verbal feedback from parents as part of the inspection.
- The inspector held discussions with the childminder and children during the inspection.
- Relevant documentation was looked at during the inspection to ascertain how the childminder meets the requirements of the early years foundation stage. For example, registers, the suitability of adults living on the premises and insurance.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021