

Childminder report

Inspection date: 16 August 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 play in a safe, friendly and inclusive home environment. They have access to a variety of resources that reflect their interests. For instance, children have lots of fun as they make penguins using paper plates. The childminder and her assistant ignite children's curiosity further by engaging them in meaningful conversations about penguins and their habitat. Young and older children enjoy playing together. For example, they squeal with delight as they build brick towers, and knock them down repeatedly. Children are active learners. They benefit well from the daily opportunities to play outdoors. Children show increasing confidence as they use ride-on toys in the garden. They are developing strong physical skills. The childminder takes the children to the local park and library regularly, which contributes to children's understanding of the wider world. During outings, she teaches them about road safety to help embed positive habits from an early age. Children have good manners. For example, they say 'excuse me, please' if they want to get someone's attention. Children know how to share and take turns with their friends. The childminder and her assistant form close relationships with the children. This has a positive impact on children's emotional well-being. Children receive lots of praise and encouragement, which successfully promotes their self-esteem. Children, including those who speak English as an additional language, make good progress in relation to their starting points. They have high levels of motivation and positive attitudes to learning.

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

- The childminder's commitment to providing children with a warm and positive learning environment is clearly evident. She knows the children well, which helps to build a close relationship with them. Children show they feel safe and secure in the setting.
- The childminder offers her assistant good levels of support and guidance. Since registration, they have completed training together which increased their knowledge of how to interact with children more effectively. This has had a positive impact on children's behaviour.
- The childminder is successful at promoting children's communication and language skills. She reads story books aloud and sings familiar nursery songs to help extend children's vocabulary. The childminder acknowledges that she is not as confident in promoting children's interest in early writing. For example, during some activities, she shies away from encouraging children to practise writing for a variety of purposes.
- The childminder uses her accurate observations and assessments of children's achievements to plan a broad and balanced curriculum. She is good at incorporating numbers and shapes during play to develop children's early mathematical skills. Children learn to count from one to five and beyond, and to

recognise shapes, such as 'circles'.

- At times, the childminder and her assistant are too quick to complete achievable tasks for the children. For example, they miss opportunities to encourage children to do manageable tasks at mealtimes. This does not fully extend children's independence skills.
- Children enjoy exploring different media and textures. For example, during play, they squeal with delight as they feel the water and sand on their hands. This raises children's sensory awareness effectively.
- The childminder and her assistant have high expectations for children's behaviour. They set a good example through their calm and consistent approach. This encourages children's positive behaviour.
- The childminder and her assistant are good at promoting children's health and well-being. One of the ways they do this is by protecting children from the harmful effects of the sun during the summer months. Children learn to wear sun cream and hats when playing outside.
- Partnership working with parents is effective. The childminder shares relevant information with parents regularly, which helps to provide a consistent approach to children's learning. Parents are very complimentary about the good service they and their children receive. They say that their children have made significant progress, especially in their communication and social skills.
- The childminder works well with her assistant to evaluate what works well and to identify areas for improvement. For example, they have reflected on how they communicate with parents to ensure a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have an up-to-date knowledge of possible signs of abuse, and the procedures to follow if they have concerns about children's welfare. This includes how to recognise when children may be exposed to extreme views or beliefs. There are regular checks of the setting to identify and remove any potential hazards to children's safety. For example, the childminder checks the toys that children access to ensure they are in good condition and to minimise accidents. The childminder and her assistant supervise children closely to keep them safe.

What does the setting need to do to improve?

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

- enhance knowledge of how to further support children's growing interest in early writing so their progress in literacy is accelerated
- help children to develop their independence skills even further.

Setting details

Unique reference number	EY557654
Local authority	Merton
Inspection number	10190143
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
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 operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays. The childminder has a relevant childcare qualification. She works with an assistant.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the setting 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 her evaluation of the setting.
- The inspector completed a learning walk with the childminder and scrutinised relevant documentation, including her paediatric first-aid certificate, public liability insurance and the suitability of those living or working on the premises.
- Parents spoke on the telephone to the inspector to give their views on the service they and their children receive.
- The childminder, her assistant and children were spoken to by the inspector at appropriate times during the inspection.
- The inspector observed children's activities and assessed the impact of these on their 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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