

# Childminder report

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Inspection date: 25 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children feel safe, secure, and happy in this setting. They benefit from warm, trusting relationships with the childminder, and respond positively to her. The childminder is calm, kind, and friendly. Children go spontaneously to her for cuddles and laugh together as she supports their play. Children have a great deal of fun with the childminder. They explore the setting with confidence and curiosity. The environment is well organised to enable them to make independent choices in their play.

Children enjoy the wide range of toys and resources on offer, both inside and outdoors. Children are eager to learn and have high levels of engagement in the activities the childminder provides. Children behave well. They play cooperatively with each other and follow their own ideas very well. For example, children have fun experimenting with paint and using various tools, such as sponges, brushes, and wooden shapes to create patterns. Younger children enjoy feeling the different textures when painting with their fingers.

The childminder builds children's self-esteem and confidence. She gives them regular praise and encouragement and recognises their achievements. The childminder clearly knows what children enjoy and makes good use of their interests to engage them in learning. This helps children to make good progress in their learning and development and prepares them for their next stage in learning, including school. Parents report positively about the childminder's caring and nurturing approach. They comment that their children enjoy coming to the childminder's home and are making good progress in her care.

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

- Children learn about simple mathematical concepts in their play. They enjoy filling a container with water and decide how much more water they will need until it is full to the top. Younger children enjoy pouring water and turning a tap in the outdoor play kitchen. This helps to develop their fine-motor skills.
- The childminder provides a curriculum that considers children's interests. Children learn about the wider world. For instance, the childminder takes children to the local stables to see the horses, visits farms and local parks and playgrounds, where they have plenty of opportunities to develop their physical skills.
- The childminder uses her garden to plant and grow vegetables and fruits with the children. This helps children to understand how things grow. The childminder provides healthy meals and snacks and encourages the children to try the fruits and vegetables they have grown.
- The childminder supports children's language and communication skills well,

overall. She introduces new words, such as 'spilling' and 'overflowing', during water play. Children enjoy listening to stories as the childminder reads. This helps to extend children's vocabulary and their understanding. However, on occasions, the childminder does not support children's thinking and speaking skills fully. She asks lots of questions and does not always give the children enough time to think and respond.

- The childminder knows the children well. She recognises what children can already do and identifies their next steps in learning. As a result, children make good progress in their development. Effective settling-in processes are in place. The childminder finds out about children's care requirements and routines. New children settle very quickly.
- The childminder regularly joins other childminders for interesting joint activities, such as art and forest school inspired outdoor activities. This gives children the opportunity to play together and develop their social skills. The childminder networks with other childminders in the local area to enhance her practice and share ideas. She keeps up to date with mandatory training and attends courses offered by the local authority to enhance her knowledge.
- She uses a range of strategies, which consider children's age and stage of development, to manage their behaviour promptly and effectively. For example, she reinforces the importance of sharing toys and encourages children to take turns when playing. Children learn how to treat and respect the childminder's pets, including the family dog. They play happily in the garden, while the dog sits beside them.
- Children are curious and explore with great interest. For example, they find a baby snail in the garden and the childminder gently moves it onto a plastic watering can so the children can look at it more closely. They talk about the size of the snail, their physical features, and their habitat.
- Parents are extremely happy with the setting and the service the childminder provides. They say their children enjoy a range of activities and experiences, including days out and playing in the childminder's garden. The childminder keeps parents informed about their children's daily routines and achievements through daily discussions. She works closely with parents to extend and support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding, including wider safeguarding issues such as the 'Prevent' duty. She can recognise the signs of abuse and neglect and knows the procedures to follow should she have a concern about a child in her care. The childminder keeps her premises safe and secure and carries out daily checks of the areas used for childminding, to ensure that there are no hazards to children and that the environment is safe for children to play in. She conducts regular risk assessments when children take part in outings.

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

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

- develop ways to give children more time to think and respond to questions asked, to support their speaking and critical thinking skills.

## Setting details

<b>Unique reference number</b>	EY244746
<b>Local authority</b>	Merton
<b>Inspection number</b>	10106461
<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>	2 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	27 July 2015

## Information about this early years setting

The childminder registered in 2003. She lives in Morden, located in the London Borough of Merton. She operates Monday to Friday, from 7.30am to 6.30pm, all year round. The childminder provides daily childcare and before- and after-school care for older children.

## Information about this inspection

### Inspector

Frances Oliver

### 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 provider and has taken this into account in their evaluation of the provider.
- The inspector conducted a learning walk with the childminder to discuss how she organises her provision and the early years curriculum.
- The inspector observed a planned activity and discussed with the childminder the impact this has on children's learning.
- The inspector observed the interactions between the childminder and the children during activities, both indoors and outdoors. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at a range of documents, including first-aid certificates and evidence of the suitability of the childminder and other household members.
- The inspector spoke to parents and took account of their views.

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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