

# Childminder report

---

Inspection date:

22 September 2021

---

**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children are inspired by the childminder's enthusiasm and attention to their individual needs. They show that they are happy and feel safe in the childminder's care. The many toys and resources encourage children's independence. Older children concentrate building with magnetic shapes while younger children try to separate the pieces. The childminder knows the children extremely well, including their history and culture. She embraces their languages and includes these in activities, such as stories and song. The childminder knows exactly where children are in their learning and plans the curriculum to suit each child. As a result, children thrive and achieve well. The vocabulary of older children flourishes and babies listen attentively.

During the pandemic, the childminder maintained links with parents to offer some continuity during lockdown. She also improved the organisation of her setting to further meet the needs of the children. For example, her garden now allows children of all ages to benefit from active outdoor play in all weathers. Their health flourishes in the fresh air, and they enjoy the childminder's nutritious home-cooked meals. Children are extremely caring towards each other. Their behaviour is exemplary. They share toys and older children help babies in their efforts to stand.

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

- Children are eager to start their day with the childminder. They are exceedingly confident and welcome visitors. Children wave and smile and show the activities they like to do. They are completely respectful towards the childminder, her home and each other. Older children are quick to notice the needs of those younger than themselves, and give a helping hand. They show a strong motivation to learn and take part and persevere in every task.
- The childminder understands the difficulties of transition for babies who have been isolated with their parents during the pandemic. For example, regular visits to the child's home, before starting with her, develop strong and trusting relationships.
- Children love stories and recall them during play activities. They describe the snail's journey on a whale, while watching a slug move in the garden. Children put complex words into context, such as 'sluggish' and 'dilly-dally', when watching a slug.
- Children recognise geometric shapes while building rockets. The childminder encourages them to describe the colours, and this leads to counting and singing. For example, children count to five and select five triangles, which shows they relate numbers to quantity. Children sing 'zoom' songs as their rocket travels to the moon.
- Children enjoy outings and observe nature and wildlife. In the garden, older

children make model trees from twigs, leaves and dough. Younger children squeeze the dough and make patterns with their fingers. Children learn to be kind to all creatures. However, the childminder does not broaden this to further challenge children's thinking.

- Children confidently move around the childminder's garden. Babies excitedly crawl towards the toy cars and become excited when they make their first tentative steps in their eagerness to explore at a higher level.
- The childminder develops good partnerships with other childcare providers and schools. Parents warmly express their delight in having found the childminder, who has made such a difference in their children's lives. They say the childminder 'is a working parent's dream'. They appreciate the rich and varied range of activities and how the childminder challenges children to maintain their interest. Regular reports, photographs and assessments keep parents fully informed. Parents also enjoy sharing ideas about what their children do at home.
- The childminder is qualified and passionate about her role. She loves learning and creating new ideas for children. For example, oral health awareness is now part of her healthy food programme. Children eat fresh fruit and vegetables, and learn how to care for their teeth.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about the procedures to follow to ensure children are safe. Recent child protection training keeps her up to date with the relevant local council requirements. The childminder is aware of the wider safeguarding issues, including internet safety. She shares her safeguarding policy with parents and is confident in her role to report any concerns about the safety and well-being of children in her care. The childminder ensures her home is safe and secure for children. When on outings, she checks for any risks that may arise and raises children's awareness of possible dangers.

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

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

- encourage children's love of nature while deepening their awareness of the natural hazards that nature presents.

## Setting details

<b>Unique reference number</b>	EY442271
<b>Local authority</b>	Merton
<b>Inspection number</b>	10102836
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	28 March 2019

## Information about this early years setting

The childminder registered in 2012. She lives in New Malden, in the Royal Borough of Kingston upon Thames. The childminder provides care for children Monday to Friday, from 7.30am to 7.00pm, all year round. She holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Gill Cubitt

### Inspection activities

- This was the first 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 into account in her evaluation of the setting.
- The childminder and the children showed the inspector around the home. The childminder explained her curriculum and how it meets the children's needs.
- The inspector and the childminder observed children playing in various activities and jointly assessed the impact of the curriculum and its delivery on children's progress in all areas of learning.
- A range of documentation was sampled, including training in paediatric first-aid, safeguarding and public liability insurance.
- Parents provided their views through written feedback.

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