

# Childminder report

---

Inspection date: 30 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### The provision is good

The childminder and her assistant provide a safe, welcoming and stimulating environment for children. They have organised it well to enable children to make choices and select toys independently. The childminder and her assistant use a broad range of methods to promote children's speech and language. Children are introduced to new words, such as 'level crossing' as they play with the train and tracks. They learn that a level crossing is where cars are allowed to drive over the train tracks. Children's language is further enriched with weekly French lessons, where they learn new words and songs. This helps to support children to become confident and skilful communicators.

Children's physical development is progressing well. They have daily access to fresh air and exercise. For example, children develop their upper- and lower-body movement as the assistant teaches them how to walk on bucket stilts. They learn to share, and they build on their coordination skills as they take part in ball games, such as catch and football. Children enjoy taking on different roles within the setting under supervision. For example, they gain responsibility and an understanding of the world as they feed the fish in the garden pond.

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

- The childminder knows the children well and understands how they learn. She takes the overall lead in implementing a range of topics, observing and planning to support children's learning and targets. Children benefit from a broad curriculum and make good progress in relation to their starting points.
- The childminder has completed the recommendation made from the previous inspection. She, along with the parents, has created a sensory box, filled with household objects. These changes have helped to improve the sensory experience offered to babies and young children.
- Children take part in a number of routines that help them to develop their knowledge of a healthy lifestyle. They access the bathroom before meals and after toileting to wash their hands. Mealtimes are a social occasion, when the assistant discusses the benefits of the food in their lunch boxes. However, the childminder and assistant are not consistent in reminding children of the importance of covering their mouth when coughing.
- Effective partnerships with parents are established from the start to gather key information about their child's starting points. The childminder provides consistency by continually providing parents with daily feedback. This enables parents to be fully informed about their child's day and development. Although the childminder has developed valuable relationships with parents, she has not considered strengthening relationships with other settings where care is shared, to promote consistency in children's learning.

- Evaluation helps the childminder to work closely with her assistant and parents to reflect on her provision. She plans to increase opportunities for children to meet up and socialise with a wider range of friends at play provisions which have now reopened. Parental questionnaires are very complimentary of the childminder's service. They say that their children take part in wonderful trips, and they enjoy the good level of communication. This includes with photos, discussions and the written daily summaries that they receive.
- The childminder has a positive attitude to her professional development to enhance her teaching practice and service. She supervises her assistant well, and organises regular meetings, reviews and training to ensure that her assistant is familiar with her role and responsibilities.
- The childminder and assistant manage children's behaviour well. They use behaviour management strategies that help children learn what acceptable behaviour is, and they are consistent in their approach. For example, children are aware that they can receive 'golden tickets' as a reward for good behaviour. This earns them rewards to film nights and outings to play crazy golf. The childminder and assistant offer children ample praise and encouragement to them for their achievements. This helps to promote children's confidence and self-esteem. The childminder has high expectations of every child in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant complete regular training to update their knowledge of safeguarding. This training has included learning about the wider aspects of safeguarding, such as female genital mutilation and the 'Prevent' duty. Staff are confident in the procedures to follow should they have any concerns about a child's welfare. The childminder is vigilant in assessing potential risks to children's safety in the home and garden. For example, she ensures her pond is fitted with a robust cover to minimise any risk to children. She ensures all adults living and working on the premises complete suitability checks.

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

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

- enhance children's understanding of the benefits of maintaining healthy lifestyles and how to reduce the risks of cross infection
- develop stronger partnerships with schools where care is shared in order to promote consistency in children's learning and development.

## Setting details

Unique reference number	EY100530
Local authority	Merton
Inspection number	10128400
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 9
Total number of places	12
Number of children on roll	10
Date of previous inspection	10 March 2014

## Information about this early years setting

The childminder registered in 1996 and lives in Merton Park. She offers care on Monday to Thursday, from 8am to 6pm, throughout the year. The childminder works with an assistant.

## Information about this inspection

### Inspector

Trisha Edward

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector completed a learning walk of the spaces used by the children, and discussed the different activities the childminder provides to support children's learning and development.
- The inspector observed the interactions between the childminder, her assistant and the children. The childminder talked about the activities she plans and how they benefit children's development.
- At appropriate times during the inspection, the inspector spoke with the childminder, her assistant and the children.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at a range of documents, including evidence of suitability checks of household members, insurance and registers.

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