

Childminder report

Inspection date: 7 October 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

The childminder has caring, positive relationships with children. She is keen to learn all about children's personalities, interests and preferences. The childminder uses this information to help children to feel happy and they settle well.

Children participate in lots of different interesting activities. For instance, they enjoy playing musical instruments, such as maracas, tambourines and bells. The childminder tells the children when to start and stop using them, and this helps to develop their listening skills and supports their musical development. Children have fun pouring water down interconnecting ramps. The childminder teaches the children new words to describe the direction of the water flow, such as up, down, left and right. This supports their language development and understanding of the world well. The childminder has high expectations of children. She agrees and shares ground rules with them and uses praise and rewards to promote positive behaviour. Children behave well and learn to share and take turns. For example, they share resources and take turns as they pour water into different vessels. Children are able to do things for themselves. For instance, they get their own drinks, use the bathroom independently and put on their coats. Children tidy up toys once they have used them. The childminder teaches children how to brush their teeth so that they learn how to do this well by themselves.

Children's learning is sequenced according to their needs. The childminder organises a comprehensive curriculum that provides children with suitable challenges. She has good understanding of children's skills and how to plan for the next steps of their learning. Children gain valuable skills to prepare them for school.

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

- The childminder provides children with thoughtfully prepared activities and experiences. Children's learning is planned according to their needs. The childminder assesses children's progress comprehensively and uses this information to ensure that they have the right challenges. Children make good progress.
- The childminder supports children's communication, language and literacy skills well. For example, she sings lots of action songs and nursery rhymes to children where they learn new words. She talks to the children as they play, and asks open questions and gives children time to think and respond. The childminder teaches older children letters and the sounds they make, and they can recognise their names. This supports children's communication, language and literacy skills well.
- Children gain good understanding of the world. For instance, they plant and

grow vegetables and herbs in the garden, which helps to support their understanding of where food comes from. The children also help to take care of a pet tortoise and the childminder teaches them about how tortoises live. This supports their understanding of the world well.

- Children learn to value and respect different cultures and religions. For example, the childminder talks about the children's different ethnic backgrounds and refers to a world map to help children to understand about difference. She talks about and celebrates special cultural or religious events, such as Chinese New Year. This helps children to gain understanding of each other and different cultures.
- Children have good physical skills. They balance and climb across frames, steer push cars carefully along paths, and run steadily in open space. Children develop good fine motor skills. For example, they use tweezers to take off sticky tape and put plasters on 'sick' toy animals as they play. The childminder provides good opportunities to support children's physical development.
- The childminder works well with parents. She prioritises communication, for example by ensuring she talks to parents each day about children's development and activities. She provides good ways for parents to support their child's learning, for instance by suggesting activities for parents to do with their child at home. The childminder works very effectively with her assistant. For example, they communicate every day and share information about children's progress. They evaluate activities and decide on key goals to work towards to promote best outcomes for children.
- The childminder's home is very safe and clean. She carries out daily checks on all areas, toys and resources used by children to help prevent hazards. The childminder helps to reduce the risk of cross-infection, for example by cleaning nappy mats after each use and by ensuring all areas, toys and resources used by children are cleaned regularly.
- Children take part in interesting creative activities. However, textures and materials available to children are not of a very wide variety.
- The childminder provides freshly prepared, healthy meals and snacks for children. However, there are missed opportunities to help children to gain understanding of the value of eating nutritious food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant about children's safety. She has good awareness and understanding of what she needs to do if she has concerns about a child's well-being. The childminder has good knowledge of who to contact to report her concerns to. She is aware of the signs and symptoms that might indicate that a child could be at risk of extremism. The childminder knows well the procedures she needs to follow to keep children safe. She attends regular training to keep her skills and knowledge up to date. This helps to ensure that children are protected from harm.

What does the setting need to do to improve?

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

- enhance understanding of how to broaden children's creative skills, particularly in relation to use of a wider range of textures and materials
- help children to understand the value of their current healthy routines, particularly the benefits of eating nutritious food.

Setting details

Unique reference number	EY553937
Local authority	Merton
Inspection number	10174641
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Lower Morden, in the London Borough of Merton. She operates Monday to Friday from 7.30am to 6.30pm, all year round, except on bank holidays. The childminder works with an assistant and has qualified teacher status.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from parents.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021