

Childminder report

Inspection date: 24 November 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	Outstanding

What is it like to attend this early years setting?

The provision is good

All children enjoy their time in the childminder's nurturing, safe and home-from-home environment. They demonstrate a positive attitude to their learning. The childminder works closely with her co-childminder to create a broad curriculum. She knows the children incredibly well. Children have access to a broad range of age-appropriate resources. The childminder places a strong focus on children's well-being. Children have great fun during outdoor play as they explore and learn about the world around them. For example, they learn how to plant and tend to tomatoes, cucumbers and beans at the childminder's allotment. Children access binoculars and telescopes to observe the wildlife that visits the garden to eat from the hanging feeders. Children develop their early writing skills as they use felt-tip pens to create marks. They produce amazing works of art.

The childminder has high expectations for children. Children's behaviour is exemplary. They show great kindness and compassion towards one another. For instance, they enthusiastically help with tasks, such as tidying up before they move on to their next activity. Children use exceptional manners at all times. They say 'please' and 'thank you', and cover their mouths when coughing. Children are respectful to others and the environment. They gain the key skills that they need to succeed in future education. Children display high levels of emotional well-being when they play.

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

- Children learn about a range of mathematical concepts. For example, the childminder teaches children how to represent their age by using their fingers, and sand timers when they clean their teeth.
- Young children become skilful, confident communicators. The childminder, along with her co-childminder, uses a multitude of methods to encourage children's language skills. She talks with children during messy play activities and introduces new words, such as 'scoop', 'scallop shells' and 'rough'.
- Children have access to a broad selection of educational battery-operated resources. For instance, they access laptops and activity centres. Children show good skills and knowledge as they turn them off and on, and listen well to the commands. Children confidently press buttons to learn to identify colours and shapes. This helps children to develop essential early technological skills while having fun.
- Children are motivated as they learn essential skills in preparation for school. However, they lack opportunities to be independent while carrying out small task for themselves. For example, the childminder does not encourage children to put on their own coats and shoes.
- The childminder works in partnership with parents when their children first start.

She gathers detailed information to help her to identify children's starting points in learning. This helps to meet children's individual care needs and routines. The childminder assesses children's learning needs and builds on what they already know. This helps new children to settle with ease into the setting.

- The childminder and her co-childminder evaluate their provision to continue to improve the experiences and outcomes for children. Recently, the childminder has reorganised the playroom to help children to be more focused and purposeful in their play.
- Children have marvellous opportunities to learn about other communities and other people's religious beliefs. For example, they acknowledge a broad range of festivals throughout the year, including Diwali. Children create amazing works of art to represent the festival of light. They observe a mini-firework display from a safe distance. This helps children to respect and value the similarities and differences outside of their own communities and religious beliefs.
- The qualified childminder regularly monitors children's progress and is aware of areas where children may require additional support. She demonstrates a proactive attitude to working alongside parents to help close any gaps in their children's learning. The childminder regularly keeps them up to date with their children's development through discussions, link books and photos. She shares how children have been throughout the day. Parents spoken to are happy with the good progress that their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children. She frequently updates her knowledge to ensure that she fully understands all aspects of child protection and broader safeguarding concerns. For example, the childminder knows what to do if she suspects a child's welfare is at risk from female genital mutilation. She understands which information to record and how to share this with the appropriate professionals. The childminder carries out daily safety checks to help reduce hazards and minimise accidents. This helps her to promote children's safety and welfare in the home and when on outings.

What does the setting need to do to improve?

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

- provide more opportunities for the older children to develop their self-care skills to help increase their independence.

Setting details

Unique reference number	137930
Local authority	Merton
Inspection number	10138144
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	6
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 1996 and lives in the London Borough of Merton. She works alongside another registered childminder. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Trisha Edward

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 this into account in their evaluation of her setting.
- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- At appropriate times during the inspection, the inspector spoke with the childminder, her co-childminder and the children.
- The inspector observed the interactions between the childminder, the co-childminder and children. The childminder talked about the activities she plans and how they benefit children's development.
- A joint evaluation of an activity was completed with the childminder and her co-childminder.

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

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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