

Childminder report

Inspection date: 16 March 2022

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

Children are happy and settled in the well organised setting. Staff are gentle and calm. They promote a nurturing environment to enable children to feel safe and secure. The childminder and her assistants know all the children well. This enables them to be attentive to the needs of all the children. The childminder supports children to behave well through timely positive interaction.

The childminder supports children's growing independence skills well. Children are taught how to put on their shoes and encouraged to feed themselves. They enjoy the responsibility of small tasks such as when they tidy the toys away after playing. Children know the routines and laugh often. The childminder uses music skilfully. For example, she plays her guitar to enhance the 'hello' song at circle time. The older toddlers listen intently and respond positively to adults and each other. Babies happily join in, bouncing gleefully and clapping their hands.

The childminder and her assistants play alongside children warmly and positively to ignite their curiosity and willingness to learn. For example, they support them to experiment with the paint. Children use their fingers gleefully and print with blocks. Children are guided in how to hold the brushes to make marks on the paper to promote their early writing skills. The childminder observes and assesses the children to support their next steps in learning. She quickly addresses any identified gaps in children's learning and development to support their good progress.

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

- The childminder is passionate about providing a good and continuously improving service. She liaises closely with the local authority advisor. The childminder monitors and supervises her assistant's work. She ensures that they attend training in first aid and safeguarding to help keep children safe.
- The childminder's setting is inclusive. The childminder works well with partner agencies to support children's additional needs. For example, visual prompts are used to support children to understand what is coming next. The childminder works closely with parents to help them support their child's learning at home.
- Children develop good physical skills. They enjoy being active and using their imagination outside in the fresh air. For example, they skilfully race around on wheeled toys chasing their friends. They learn to stop and start safely using their imagination and knowledge of the world; for example, when they stop to pay the toll and wait for the broom barrier to rise before continuing their race.
- Children enjoy singing nursery action rhymes. They recognise the cards and puppets the childminder uses to support their choice in songs and they choose their favourites. For example, the children heartily sing a farm song and enjoy making animal noises. This supports their communication and language skills.

- Children are supported well to develop a love of books. The childminder uses interesting props to support their imagination and willingness to engage. For example, the children eagerly place material over their faces to play peekaboo in time with the story. However, at times, the childminder does not recognise the impact background noise has on some children's ability to concentrate.
- The childminder supports children's good health effectively. For example, she cooks healthy and nutritious meals which children thoroughly enjoy and are learning to eat for themselves. Children learn about good hygiene practice when they are helped to wash their hands before meals.
- Children enjoy learning about volume and capacity when playing in the water and sand tray as they fill their containers. They sing rhymes that help them understand number. However, the childminder does not always use opportunities that arise naturally through play and routines to further develop children's mathematical understanding of counting.
- Arrangements for partnership working with parents are good. Parents are happy with the quality of care and education their children receive. They comment that the childminder does a 'fantastic job' and is 'attentive to their child's changing needs'. They comment that their children's language development and social skills are particularly well promoted.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have good knowledge about how to keep children safe. They recognise the signs and symptoms of a child at risk. They understand the reporting procedures to follow if concerned about a child's welfare. They confidently demonstrate their knowledge of what to do if an allegation was made against an adult on the premises. The childminder follows a robust recruitment process for her assistants to protect children. She ensures that all adults caring for children have a paediatric first aid qualification. The childminder and her assistants are vigilant. This ensures that children are well supervised. The childminder provides a safe and secure environment for children.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop their understanding of early mathematics through their play and routines
- reduce background noise levels, particularly during story time, so that children's concentration is fully supported.

Setting details

Unique reference number	2631944
Local authority	Merton
Inspection number	10226797
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 2
Total number of places	9
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Wimbledon, in the London borough of Merton. The childminder works with two assistants. The childminder's service is available each weekday, all year round, from 8am until 6pm. She receives government funding for free nursery education for children aged two years.

Information about this inspection

Inspector

Denys Rasmussen

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 looked at a sample of documentation, including records of staff suitability checks and training.
- The inspector and the childminder completed a learning walk around the setting.
- The inspector took into account the views of parents through telephone conversations.
- The inspector observed the childminder and her assistants interacting with children. She assessed the impact of her teaching on children's learning.
- Discussions were held with the childminder and her assistants at appropriate times during the inspection.

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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