

Childminder report

Inspection date: 6 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 arrive at the childminder's home with smiles on their faces and happily wave goodbye to their parents. They settle quickly and form strong attachments with the childminder and her assistant. The childminder has high expectations for every child. Young children's behaviour is exemplary as they play well together. They show compassion for each other as they share resources and help to locate each other's shoes to go out to play. The adults encourage an amazing can-do attitude. Therefore, children are confident to challenge themselves. Children who do not like getting dirty, obtain gentle reassurance. This enables them to dust their hands off and continue playing.

Children's language development is fostered very well. The childminder and her assistant use every opportunity to promote and introduce new vocabulary to children during play. For instance, they work at children's level, promoting good eye contact and facial expressions, extending children's thinking and learning through effective questioning. Children with hearing impairments and those who are bilingual thrive in the setting. They have access to relevant equipment and books in their home language to enhance this even further. Children learn invaluable social skills while on outings in the local community to the park, shops and library.

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

- The childminder makes good use of her observational assessment to identify gaps in children's learning. She plans activities that challenge children and help them to make good progress in relation to their starting points.
- Young children are highly motivated and eager to join in. They are extremely well engaged during activities. For instance, they focus for long periods of time on their chosen books and creative activities. Children receive lots of praise and encouragement, which helps to boost their self-esteem and confidence. They have a highly positive attitude to their play and learning.
- The childminder provides children with healthy meals, snacks and fresh drinking water throughout the day. The assistant talks to children about the importance of making healthy choices and the health benefits of the food groups. For example, they discuss that peas contain protein. However, at times, children are not reminded about the importance of covering their mouth when coughing, to reduce the risk of cross-infection.
- The childminder plans an interesting curriculum to promote children's school readiness and knowledge of the world. For example, past and current themes include 'where we live' and 'people who help us'. Children had tremendous fun decorating an igloo that they created.
- Young children's physical development is encouraged well. For example, they

have excellent opportunities to test out and practise their walking skills on different surfaces, with increasing confidence. Children demonstrate good levels of physical skill and enjoyment as they access climbing equipment with stairs.

- Partnerships with parents are strong. The childminder provides daily feedback to them about their children's care and what they have been learning. She shares ideas and information via newsletters about how parents can continue to support their children at home.
- Children's literacy development is fostered effectively. For example, the childminder has devised books to help children to understand the importance of good oral hygiene. Young children develop their small-muscle and mark-making skills, as they access spray bottles to create marks on the fence and the decking.
- The childminder supports children's understanding of mathematics well. For example, she introduces fractions as she prepares fruit, and encourages children to count the number of fruits.
- Children with special educational needs and/or disabilities are exceptionally well supported in the setting. The childminder works closely with parents and other professional to ensure that children have access to specialist equipment and support. She regularly attends training, such as in British sign language and other courses, to meet the educational and care needs of the children she cares for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of child protection issues. They are confident in their knowledge of the signs that may indicate a child is at risk of harm. The childminder and assistant regularly complete training to ensure that they have an effective understanding of their roles and responsibilities. They are proactive in teaching children how to keep themselves safe. For example, young children are taught how to negotiate garden steps and climbing frame stairs safely. The childminder and her assistant carry out regular risk assessments of the home and outings to ensure the safety of children.

What does the setting need to do to improve?

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

- further build on younger children's knowledge of healthy habits in order to limit the spread of germs.

Setting details

Unique reference number	EY562281
Local authority	Merton
Inspection number	10191329
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 6
Total number of places	12
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Raynes Park, located in the London Borough of Merton. The childminder provides care for children from Monday to Friday, 8am to 6pm, for most of the year.

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 that into the account in the evaluation of the setting.
- The childminder and the inspector took part in a joint observation of the assistant and children engaged in an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the childminder as part of the learning walk about the intentions for her curriculum.
- The childminder provided the inspector with a sample of key documents, including first-aid certificates, insurance and suitable persons documentation.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact on children.
- Discussions were undertaken with the children and the assistant at appropriate times throughout 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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