

Childminder report

Inspection date: 17 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have very close relationships with the childminder. Children settle happily in her care because she takes time to get to know each child's interests and home routines. The curriculum is rich and inspiring. Children learn good skills in preparation for school. They take part in a diverse and stimulating range of activities. For example, children enjoy moving magnetic tiles on the wall to create different patterns. They talk about their patterns with the childminder who teaches them the names of shapes. Children concentrate well and produce interesting patterns. This supports their mathematical development well.

Children benefit from good, flexible and creative opportunities. For instance, children turn a large cardboard box into a pirates' ship by decorating it using crayons. They put on pirates' hats and pretend to be at sea. They use their imagination and communication skills to create stories and play cooperatively together well. Children learn to share and to take turns well. They respond well to the childminder's high expectations and learn to manage their behaviour successfully. Children learn the group rules, which motivates them to act in positive ways. Children behave well.

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

- The childminder's curriculum thinking helps children learn in a progressive way. She builds on their existing skills by ensuring that activities are appropriately challenging. Children make good progress.
- Children gain good understanding of the world. For example, they find a torch and enjoy switching it on and off to look at the rainbow-coloured light. The childminder responds enthusiastically to this and extends their learning by taking them into a darkened room. Children are thrilled to see vibrancy of light in the darkness of the room. She teaches them new words, such as light and dark.
- The childminder supports children's creative development well. For instance, children enjoy feeling the texture of crushed cornflakes. The childminder teaches children new words to describe the texture. They fill and empty tubes using spoons and scoops.
- Children learn to accept and respect different cultures and religions. For example, the childminder teaches children about people from different backgrounds through reading multicultural books. She has different types of traditional cultural clothing that children dress up in.
- Children develop good physical skills. For instance, they run, jump, and move in different ways in the garden. Children steer ride-on wheeled toys carefully and balance on scooters. The childminder takes them to visit the park regularly where they climb, balance, and develop different muscles.
- Children have good opportunities to develop their musical skills. For example,

the childminder takes children into her music room where they use drums and a piano to listen to the different sounds they make.

- The childminder works successfully with parents. She gives daily verbal feedback to parents on how their children are progressing. The childminder gives parents ideas for home activities to support and build on children's learning.
- The childminder is committed to her professional development. For instance, she has attended a range of courses, including a course on mental health in children which led to better awareness and understanding to support children's emotional well-being.
- Children learn to do things for themselves. Older children put on their shoes and coats independently. The childminder supports younger children to gain these skills. All children help to tidy up after play.
- The childminder helps children to gain good communication and language skills. For instance, children learn new words with the childminder while they sing lots of nursery rhymes and action songs together. The childminder reads lots of stories to children which also supports their developing vocabulary.
- During some activities, the childminder does not divide her attention evenly. She tends to give her attention to children who are more outgoing and vocal and occasionally overlooks the quieter children.
- The childminder provides children with healthy meals and snacks to support a healthy lifestyle. However, she does not help children to fully understand the benefits of eating healthily.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant about children's safety. She knows how to spot any concerns about a child's well-being. The childminder knows the procedures to follow to report her concerns and protect children from harm. She understands what to look out for that may indicate that a child is at risk of radicalisation through the extreme views of other people. She is fully aware of how to report her concerns to keep children safe. The childminder prioritises children's safety. She cleans and checks her home, toys and resources regularly to ensure that they are hygienic and free from hazards.

What does the setting need to do to improve?

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

- give children attention evenly during activities so quieter children are not overlooked
- help children to understand the value of eating nutritious food to enhance their healthy lifestyles.

Setting details

Unique reference number	EY360290
Local authority	Merton
Inspection number	10138130
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 March 2016

Information about this early years setting

The childminder registered in 2007. She lives in New Malden, in the London Borough of Merton. The childminder provides care for children from Tuesday to Thursday, from 8am to 5.30pm, all year round except for public bank holidays. The childminder holds an appropriate childcare qualification at level 3.

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 childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's 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.

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