

Childminder report

Inspection date: 25 May 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 settle in well. They develop close and trusting relationships with the childminder and her assistant. The ground floor of the childminder's home is dedicated to children's learning and care routines. The environment is bright, safe and welcoming. The childminder and her assistant support children's interests and their learning and development. They interact with the children in a calm and caring manner. Children explore freely with different resources and learn how to make decisions about their play. For instance, children enjoy playing and exploring various creative activities, such as sand, rice and pasta.

Children's behaviour is good, which is managed by the childminder and her assistant in a sensitive way. Young children develop good friendships with older children, and they learn to take turns and to use resources. Children listen attentively and follow simple instructions effectively. Babies are active and they display good mobility, coordination and balance. Children have fun dancing, jumping and hopping like rabbits to music.

The childminder and her assistant promote equality and diversity well. Children are taught what makes them unique. They learn to respect other people and their way of life. For example, children are encouraged to learn Spanish through songs and rhymes, accompanied by a range of musical instruments. Children explore with a wide range of resources, such as role play and craft materials to develop their imaginations. For instance, they pretend to care for dolls and put them to sleep. They tell their friends and visitors to talk quietly as the doll is sleeping.

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

- The childminder and her assistant have a good understanding of children's individual abilities and stages of development. They closely observe children's play and assess their progress accurately. The childminder plans interesting and stimulating play activities which cover all areas of the curriculum. This helps children to make good progress in their learning and development. For instance, young children express delight as they find hidden objects, such as flags, crowns and pictures in a tray of rice. Children also practise their fine-motor skills by filling and emptying different-sized containers.
- Overall, the childminder interacts effectively with children and supports their communication development. For example, she speaks clearly and repeats words and phrases, which help children to become confident communicators. The childminder asks children questions as they listen to stories, play and explore. However, the childminder sometimes does not give children enough time to respond or to think through their answers.
- Children make progress in their problem-solving skills. The childminder

encourages children to complete jigsaw puzzles. Children identify and match numbers and shapes during a range of practical activities. The childminder develops children's early literacy skills effectively. Children have access to a large range of good-quality books. They enjoy routine story sessions and welcome songs. Children frequently use coloured pens to make marks on whiteboards and paper, to develop their early writing skills.

- Children learn about good personal hygiene through consistent routines and positive role modelling by the childminder and her assistant. The childminder provides children with healthy home-cooked meals and a selection of fresh fruits each day. She ensures that children have daily opportunities for fresh air and exercise in her well-resourced garden. This helps to develop children's health and physical skills.
- The childminder and her assistant help children to develop their independence and confidence. For instance, babies develop curiosity and attention as they play with cause and effect toys. They discover that they can create different sounds and make lights flash by pressing buttons on electronic toys. Older children enjoy managing small tasks on their own. For example, they put on their shoes and socks, serve themselves at mealtimes and help to clear up afterwards. Children are well prepared for their next stage of learning.
- The childminder works well with parents and other professionals. She shares termly reports with parents and provides information to help them support their child's development at home. Parents comment positively about the childminder. They write that they are very happy with the good progress which their children have made since being with the childminder.
- The childminder evaluates her practice and includes the views of the parents and her assistant. She monitors her assistant's practice well and provides ongoing support. The childminder ensures that required training is up to date, including for her assistant. However, her plans for professional development are not yet fully embedded to help improve her practice to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are confident in their knowledge of how to keep children safe. They are very secure in their roles of child protection and have a secure knowledge of a wide range of child protection issues. The childminder and her assistant know how to report any concerns they may have, including allegations, to relevant authorities. The childminder attends regular training to keep her child protection knowledge up to date, to help her keep children safe in her care. She ensures that her assistant attends paediatric first-aid training and her home is a safe environment for all children.

What does the setting need to do to improve?

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

- give children more time to think, answer and respond to questions, to develop their language skills even further
- build on current professional development plans to raise the quality of practice and teaching even further.

Setting details

Unique reference number	2555732
Local authority	Merton
Inspection number	10221632
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder's setting is called Little Giants, and registered in 2019. She lives in the London of Merton. The childminder offers her service all year round from 7am until 7pm, Monday to Friday.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector spoke to parents and reviewed parents' written feedback made available during the inspection and took account of their views.
- The inspector looked at relevant documentation, and reviewed evidence of the suitability of all adults living and working on the premises.

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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