

Childminder report

Inspection date: 26 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's setting. They benefit from good relationships with the childminder and the assistant, who know and support children well, including with changes in their personal life. For example, the childminder and the assistant read stories and talk to children about moving house or going to a different school. This supports children's well-being, as they are well prepared for these changes.

Children understand what is expected of them and behave well. They share, take turns and follow instructions with ease. When children get upset, the childminder and the assistant have a kind approach to help them to manage their emotions. They speak to them and offer a cuddle. This helps children to feel safe and secure.

Children are confident to talk to others about their personal experiences. They talk about what they saw when they went to the beach and about important people in their lives. This helps children to feel unique and valued. Children are imaginative and creative in their play. They build sandcastles for spiders and pretend to cook food using kitchen utensils.

The childminder has high expectations for all children's learning and development. He encourages children to explore and investigate during planned activities. The childminder asks children questions, such as 'So where do you think that one goes?' This helps children to think and reflect on what they are doing and on their own learning.

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

- The childminder monitors children's development through observations and activities. He identifies gaps in children's learning, and plans fun and interesting activities to help them achieve their next steps. However, his learning intentions are not consistently implemented for all children to further extend their learning. For instance, when children start to learn about sharing, this is not extended consistently throughout the range of activities and during the day.
- The childminder reads stories and sings songs to children, who listen with attention and enthusiasm. They explore the books and their characters. Children ask and respond to questions and learn new words, such as 'centipede'. This helps children to develop a love for reading and make progress in their language skills.
- The childminder encourages children to be independent in some of their needs. They select toys independently and take shoes off by themselves. However, on some occasions, the childminder and the assistant do things for children that they could try to do for themselves. They do not consistently encourage children

to further promote their independence, such as to pour their own water or serve their own food.

- Children practise and develop good hand-to-eye coordination. They learn how to use tools, such as spades, and practise making sandcastles by filling and turning buckets of sand. This helps them strengthen their hand muscles, which they need for early writing.
- Children have plenty of opportunities to be active and exercise their large muscles. They use the outdoor area to practise their physical skills, such as running and climbing. Children go to local playgrounds, where they further extend these skills.
- The childminder takes children to local parks and teaches them about the world around them, including how to care of animals. For instance, children collect ants from the park and feed them every day.
- The childminder encourages children to be kind to each other and discusses the impact of their actions on other people. This helps children to understand and respect the needs of others as they grow older.
- Children learn about healthy eating and how to keep themselves healthy. They talk about how 'yummy' the food is and how good carrots are for our bodies. The childminder identifies potential hazards in the environment and takes appropriate actions to protect children from danger. He removes faulty equipment and teaches children about managing their own risks effectively.
- Parents are satisfied with the care and learning opportunities which the childminder provides for their children. They receive updates on what their children are learning, and children's development and progress is discussed when needed. This helps children to continue their at learning home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good awareness of safeguarding and child protection issues. He understands what to do to report concerns, and identifies signs or symptoms of abuse. The childminder and the assistant have good knowledge of a range of safeguarding issues, such as county lines and the 'Prevent' Duty. They are aware of the correct procedures to report allegations and know what to notify Ofsted of. The childminder undertakes appropriate checks and ensures the ongoing suitability of household members.

What does the setting need to do to improve?

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

- strengthen the curriculum implementation to support all children to make further progress in their learning
- provide further opportunities for children to practise their independence skills.

Setting details

Unique reference number	EY306563
Local authority	Merton
Inspection number	10234927
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 8
Total number of places	
Number of children on roll	10
Date of previous inspection	7 October 2016

Information about this early years setting

The childminder registered in 2005 and lives in Mitcham, Surrey. He cares for children from Monday to Thursday, 7am to 6pm, throughout the year, except for family holidays and public holidays. The childminder works alongside an assistant and provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Sonia Ferreira

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector read emails from parents to gather their views on the setting.
- The childminder and the inspector jointly observed and evaluated an activity.
- The inspector observed the childminder and assistant interacting with children, and spoke with them at appropriate times.
- The childminder met with the inspector to discuss the leadership and management of the setting.
- The inspector reviewed documents relevant to the inspection process.

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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