

# Childminder report

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Inspection date:

16 September 2022

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**Overall effectiveness**

**Good**

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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

The childminder provides a nurturing and homely atmosphere. When children arrive, she greets them with a huge smile and settles children quickly by singing to them, playing music and creating an atmosphere that allows them to feel safe and secure. Parents speak highly of the childminder and say that they are extremely happy with their children's learning and development. Parents say that communication is good and that the childminder informs them of their children's next steps.

The childminder's well-planned curriculum allows for a high level of engagement from children. For example, babies listen to stories with interest. They respond to the childminder's cues by turning pages, lifting flaps and smiling, showing happiness and enjoyment. The childminder offers a range of adult-led and child-initiated activities and quickly adapts activities according to children's interests and enjoyment. Babies are encouraged to further enhance their physical development by practising their crawling, and this is supported well by the childminder.

Children behave well and respond well to the childminder's routines. They follow instructions, showing respect for resources and the childminder. Babies respond well to the clear care routines set out for eating and sleeping and demonstrate they are emotionally secure. Older children know to wash their hands on arrival and before and after eating, demonstrating good personal development.

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

- Children develop a strong understanding of numeracy through carefully planned activities. For example, children use cubes to support counting from one to 10. The childminder supports learning by modelling how to touch each cube as they count. The childminder extends the activity to number recognition by rolling dice, recalling the number and counting out the correct number of cubes. Her extensions provide challenge and show her understanding of what children know and can do and what they need to do next. The childminder provides opportunities, both indoors and outdoors, for children to further develop their mathematical skills through playing with shapes and learning about measuring as they fill and empty jugs of water.
- The childminder carefully plans activities to fully embed areas of the curriculum for children. For example, when teaching children about the importance of adopting a healthy lifestyle, such as by eating fruit and vegetables, children visited a fruit farm. They tasted fruits and discussed their appearance and texture, and their likes and dislikes. The childminder takes opportunities to revisit healthy eating through daily discussions with children over lunch, looking at pictures of fruits and naming them. To further develop learning, the

childminder intends to extend her natural environment through the development of a vegetable patch.

- The childminder's curriculum is well thought out and implemented. However, more opportunities for children to learn about the wider world, different people and their communities need be further embedded.
- The childminder provides a language-rich learning environment. Key words with pictures, stories and letters can be seen throughout. Children develop good speech and language with the childminder, as she skilfully models language and extends children's vocabulary as they play. Children have many opportunities, inside and outside, to extend their mark making.
- Children show high levels of curiosity and engagement with the range of activities that the childminder offers and are given many opportunities to problem solve and be imaginative. For example, children enjoy playing with coloured rice in the garden, filling different-sized containers and using different-sized spoons and scoopers. Children imaginatively play in their 'rice restaurant' and engage in high levels of discussion within their role play.
- The childminder is experienced and reflective and is constantly striving to improve her practice. She attends webinars, childminding meetings and has clear ideas for the next steps in her learning. She is training in special educational needs and/or disabilities (SEND) to further secure her knowledge and strengthen her curriculum offering for children with SEND.
- The childminder has clear policies and procedures in place for digital safety. She uses technology with children and explains how to use it safely in an age-appropriate manner. She talks to the children about seeking permission to use the internet and the importance of talking to a grown up if anything makes them feel sad. She shares her policies and procedures with parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the importance of risk assessments. She carries out daily risk assessments of her home and garden to ensure all areas are safe for children to access. She has robust procedures for recording and reporting accidents and incidents. She knows how to keep children safe and recognises the signs when children may be at risk. She has a secure understanding of what to do if she were to have concerns about a child. She fully understands her responsibility in educating children and parents on digital safety.

## What does the setting need to do to improve?

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

- further develop the curriculum to provide more opportunities to extend children's understanding of the wider world, different people and their communities.

## Setting details

<b>Unique reference number</b>	2551138
<b>Local authority</b>	Merton
<b>Inspection number</b>	10232037
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Merton and cares for children two days a week, on Thursdays and Fridays, from 9am to 5pm. The childminder receives early years funding for children aged two and three years. She holds qualified teacher status.

## Information about this inspection

### Inspector

Penny Harman

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder about how she meets the needs of all learners to include those with SEND.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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