

# Childminder report

---

Inspection date: 28 October 2022

---

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children form very secure bonds with the childminder in this nurturing and well-resourced environment. They are eager to learn and engage in a wide range of activities throughout the day. They free flow between indoor and outdoor exploration and benefit from the praise of the childminder whenever they finish an activity, before excitedly moving to the next. They are confident to let the childminder know about their preferences, and the childminder is responsive to their needs. Children become independent and make their own choices about what they would like to do. This supports children's confidence and sense of belonging.

Children's early communication and language and mathematics skills are developing well. They play very well together and show caring attitudes towards one another. For example, when the childminder asks if they would like a healthy snack, one child says 'yes' and then asks for another to give to her friend. Children respond with smiles as they are praised by the childminder. This works wonderfully to raise children's self-esteem. Children visit several local parks and playgroups where they meet and play with other children and their childminders. This helps to promote their confidence in new situations while exploring the environment around them.

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

- The childminder provides lots of opportunities for children to have fresh air and exercise. Children use tricycles in the garden, which helps to strengthen their large muscles. They develop their fine motor skills while correctly holding tools such as scoops when exploring a water game.
- Parents receive weekly updates about their child's progress. They can log in to the portal and see all information about their child, and they can also leave messages and upload photos and information about their child. The constant flow of information helps the childminder deliver activities that interest the children and helps parents understand what their child is exploring at the childminder's setting. Parents comment on the positive environment and how happy their children are in the setting.
- The childminder regularly praises children, which helps to build their confidence and self-esteem. She supports children to become independent. For example, she gives children the opportunity to do things by themselves, such as washing their hands before mealtimes. This helps them to develop good self-care skills.
- The childminder networks with other childminders to share ideas. She gathers feedback from parents to review aspects of her setting. She also attends numerous continuous professional development courses and ensures that her mandatory training is up to date.
- The childminder focuses on the individual needs of each child. She knows what

they enjoy and plans activities which are based on children's interests. This leads to children being engaged and motivated learners who are keen to participate in activities. She uses her assessments of children's development to inform her curriculum and planning.

- The experienced childminder speaks passionately about the children in her care. She is careful to gather information from parents about their child's interests. She uses this information along with her ongoing observations of children to plan exciting and interesting activities that enable them to progress well across all areas of the curriculum.
- The childminder helps children learn to share and take turns when using the equipment. However, on occasion, the childminder misses some opportunities to help less-confident children make choices and express their interests.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding and child protection issues. She knows the agencies available to seek advice from or to refer concerns to about children's welfare. The childminder knows the procedures to follow if an allegation is made against her. The childminder assesses the premises for any risks to the children. The childminder has secure policies and procedures in place to support the health and safety of children, including a current first-aid qualification. The setting is well maintained, and resources are of a high quality.

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

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

- enhance the already good delivery of activities so that all children, including those who are less confident, can consistently gain access and make choices during exploration.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 138164  |
| <b>Local authority</b>                             | Merton  |
| <b>Inspection number</b>                           | 10234196  |
| <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> | 2 to 2  |
| <b>Total number of places</b>                      | 12  |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 19 January 2017   |

## Information about this early years setting

The childminder registered in 1994. She lives in Mitcham, in the London Borough of Merton. The childminder provides care for children from Monday to Friday, for most of the year.

## Information about this inspection

### Inspector

Acima Hosein

### 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 childminder.
- The inspector looked at the written views of parents about the childminder's setting.
- The childminder and inspector discussed an activity together and whether the learning intentions were met.
- The inspector observed the childminder's interactions with the children, indoors and outdoors.
- The inspector viewed the areas of the property used for childminding.
- The inspector sampled documentation, including training certificates, policies and the children's files.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022