

# Childminder report

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Inspection date: 26 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### The provision is outstanding

Children flourish in this highly stimulating environment. They have access to an abundance of toys and equipment, which the childminder rotates to meet children's learning needs and interests. Children settle very quickly and form very strong bonds with the childminder.

The childminder's dedication to training to support all children, including those with special educational needs and/or disabilities, promotes their excellent progress across all areas of the curriculum. The childminder is ambitious for their learning and is clear about what she intends them to achieve by the time they transfer to school. Older children become skilful mark-makers and quickly begin to form recognisable letters. Children learn about nature as they help to collect leaves and conkers for autumn-themed activities. Toddlers demonstrate their rapidly emerging understanding of mathematical concepts as they sort the leaves and conkers in separate containers.

Children concentrate deeply for extended periods and show immense persistence, as they attempt to pick up objects with tweezers. The childminder promotes children's high self-esteem and confidence, as she praises their achievements. Children have many rich opportunities to learn about the wider community. The childminder takes children on exciting outings in the local area. For example, children visit the library where they meet local authors. They gain deep understanding and learn about the different festivals and traditions celebrated by families in the local area.

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

- The childminder is passionate about her work. She is highly committed to continuous improvement. She has attended training frequently throughout her career. She has studied developmental theories, such as schemas, and uses these to plan her curriculum. The childminder keeps up to date with current research and guidance from respected early years experts. This contributes to the high-quality service she offers.
- The childminder has an excellent understanding of child development. She plans activities which are age-appropriate and promote children's deep concentration. The childminder knows children well and identifies accurately the next steps in their learning. She assesses the impact of activities and understands how to further extend and embed children's learning. Her support for children's learning is highly effective.
- The partnership with parents is exceptional. Parents value the safe, homely environment the childminder provides. The childminder shares frequent, detailed updates about children's learning and provides advice for parents to support

their children's development at home. She regularly consults with parents and uses their feedback to develop her service. The childminder gives particular attention to promoting children's health and welfare. This provides consistency and ensures that children thrive in her care.

- The childminder takes every opportunity to support children's language. She accompanies children's actions with language and introduces children to new vocabulary as they play. For example, she repeats 'stir, stir', as toddlers pretend to mix conkers in a bowl. The childminder is bilingual and supports children's language in both English and Arabic. Children quickly become confident communicators.
- Children's health is extremely well promoted. The childminder accesses other groups within the community to ensure a wide range of physical and outdoor experiences are available to children. The childminder takes them out daily to local parks and open spaces. Toddlers learn quickly about hygiene as they wash their own hands and faces. She provides nutritious, home-cooked meals. Children say that they particularly like the childminders 'yellow rice'.
- The childminder's support for children's literacy is highly effective. Toddlers snuggle up with the childminder to share a favourite book and enthusiastically join in, making animal sounds. Children later return to the book and independently look through it, turning the pages and repeating the sounds. Children develop a love of books and reading.
- The childminder has high expectations for children's behaviour. Younger children eagerly help to tidy up and return the equipment to the correct containers. The childminder helps children to understand why rules are in place. Older children are supported to understand and care for their younger peers. For example, the childminder explains to older children, why it is unsafe to leave their small construction blocks out when younger children are present. She helps them to store their models in a safe place. The childminder works closely with parents to help children to regulate their behaviour. This means that children develop exceptional levels of respect and responsibility.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly experienced and fully understands the signs that may indicate a child is at risk of harm. She is confident in her ability to identify and report concerns to other agencies if required. The childminder ensures that safeguarding and children's welfare are paramount. She carefully considers the planning of activities to ensure safety of all children. The childminder risk assesses activities, including those outdoors or off site, and takes effective action to minimise hazards. She monitors visitors to the premises to make sure they are suitable.

## Setting details

<b>Unique reference number</b>	153884
<b>Local authority</b>	Merton
<b>Inspection number</b>	10234262
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 November 2016

## Information about this early years setting

The childminder registered in 2001. She lives in the London Borough of Merton. She cares for children Monday to Friday, from 7am to 6pm, for 46 weeks of the year; closing for the school summer holidays. The childminder has a childcare qualification at level 3. She provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Anita Rickaby

### 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 setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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