

Childminder report

Inspection date:

8 December 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 are well cared for in this home-from-home childminding setting. They build strong relationships with the childminder. Children demonstrate that they feel safe and secure in the childminder's care. They are confident to express themselves and talk to visitors. The childminder has high ambitions for all children. She implements a programme of learning that builds on what children know and can do. As a result, children make good progress across all areas of their learning and development.

Children enjoy making their own pizzas for lunch. They practise their fine motor skills as they spread the passata on the dough. The childminder extends children's thinking through her interactions. For example, she challenges children to count out the sliced mushrooms. Children show a good understanding of numbers and can accurately count up to 10. Children enjoy the praise and encouragement they regularly receive. For example, when the childminder gives children a high five, they have big smiles on their faces, showing they feel proud. Children follow instructions and behave well. They stop and listen when the childminder repeats a familiar rhyme to capture their attention. Children have positive attitudes to learning. They are willing to have a go and try new tasks.

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

- Children are confident communicators and they learn new words quickly. They enjoy listening to music and they dance along to familiar songs. The childminder broadens children's vocabulary in English by naming items relating to the activities they are doing. For example, she teaches children the word 'passata', explaining that it is an Italian word. The childminder is a fluent Spanish speaker. She sings children songs in Spanish and shares dual-language books with them.
- The childminder supports children to learn about healthy eating. She includes children in the preparation of meals and talks to children about where food comes from. After mealtimes, children brush their teeth, which supports them to understand the importance of good oral health.
- The childminder reflects on what works well within her setting. She observes how engaged and interested children are in her planned activities and uses this information to inform her future planning. However, the childminder has not engaged in ongoing professional development opportunities to further enhance her teaching and her knowledge of how children learn and how to sequence children's learning effectively.
- Children are kind and caring to each other. They form friendships with each other and play together cooperatively. Children are eager to share resources. They give each other play dough and proudly say, 'She is sharing with me.' Children practise their mark-making skills. For instance, they hold pens correctly

as they trace over lines on laminated cards.

- Partnerships with parents are strong. The childminder shares in-depth information with parents daily to ensure two-way communication. Parents say that their children 'flourish' in the childminder's care. The childminder sends home activities for the children to complete, to provide them with further learning opportunities.
- The childminder has a good understanding of children's cultural backgrounds. She teaches children about people and communities beyond their own. For example, children recently learned about Bulgarian culture and food. This included children cooking and eating Bulgarian food. This helps to broaden children's understanding of the wider world.
- Parents receive a written progress report for their children at age two. They are encouraged to contribute to the check and share their views. The childminder finds out about children's abilities and interests when they join. She monitors children's progress well. For example, she completes assessments based on her observations. This helps her to identify any gaps in children's knowledge.
- The childminder knows the children who she cares for well. She plans activities that provide appropriate challenge. Children show high levels of engagement and perseverance when completing activities. However, on occasion, the childminder interrupts and directs children's play too quickly to the next activity. This means that children are not always given enough time to test out ideas consistently and explore freely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her knowledge and skills up to date. She has a secure understanding of her role and responsibility to safeguard children. She can confidently recognise the signs that may indicate a child is at risk of harm, including the risk of children being exposed to domestic abuse. The childminder knows the local safeguarding partnership procedures to follow if a concern was raised about a child. She has robust procedures for recording and monitoring injuries that have occurred inside and outside of her setting. The childminder has embedded good hygiene procedures, with children regularly washing their hands to help keep them healthy.

What does the setting need to do to improve?

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

- engage in targeted professional development opportunities to further understanding of how children learn, to enhance teaching of the curriculum
- enable children to have more time to explore resources freely, to test out their ideas and give them the time they need to finish tasks.

Setting details

Unique reference number	2592283
Local authority	Merton
Inspection number	10251275
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	2 to 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She is based in Colliers Wood, in the London Borough of Merton. The childminder cares for children on Monday to Thursday from 8am until 6pm. She provides funded early education for three- and four-year-olds.

Information about this inspection

Inspector

Jade Orosz

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 setting.
- 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 the inspector during the inspection.
- The inspector carried out a joint observation of a cooking activity and evaluated this with the childminder.
- Parents shared their views on 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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