

Childminder report

Inspection date:

6 March 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children excitedly explore the childminder's home. They investigate how things work as they discover new tools and equipment. For example, children feel and describe different textures as they touch spaghetti. They grasp tools confidently as they experiment with how to use them. Children concentrate as they try hard. They are curious learners who want to know how things work.

Children confidently tell the childminder what they want to do next. When children ask to go outside, the childminder listens and responds enthusiastically to them. Children can make choices and know that the childminder listens to their ideas. They develop high levels of self-esteem. This contributes to children's excellent behaviour.

Children rapidly learn new words that the childminder teaches them. They hear the childminder describe what they are doing as they play. This helps children to understand and copy new vocabulary. For example, as they play with animals, children name them and talk about the noises they make. Children extend their learning by hearing an animal story and singing the turtle song. The youngest children babble happily to the childminder as they try to form new sounds. Children are exceptionally well prepared for the next stage of their education.

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

- The childminder uses her excellent knowledge of how children learn to design her curriculum. She gives children opportunities to practise appropriately challenging skills. For example, outside, children who are learning to walk giggle as they reach to pop bubbles and slide down the slide. Children spend time practising as they climb and run. Children develop their physical skills and become resilient. They are confident learners.
- The childminder rigorously assesses what children know and can do. She plans an extremely well-sequenced curriculum that considers the specific needs of each child. The childminder expertly identifies the individual talents and interests of all children. For example, when she notices that children want to take things apart, she plans opportunities for children to learn about how things work.
- The childminder supports children's emotional development exceptionally well. She has a calm and nurturing manner that helps the children to feel secure and relaxed. Children learn to switch between different activities. When children need to move to a new activity, the childminder explains to children. She gives children time to understand. This helps children to learn to regulate their emotions.
- The childminder's care practices are highly effective. Children know how to wash their hands and shout 'Let's go', when the childminder reminds them to do so.

The youngest children feed themselves with confidence. Children make choices about what they eat and say please and thank you politely when offered a healthy snack. The childminder knows this helps children to become extremely independent and successful.

- Parents are overwhelmingly positive about their children's experiences with the childminder. They say that their children develop kindness and compassion for others. Parents report that their children confidently try new foods. They say that this inspires them to try new foods together at home. Parent report that daily feedback from the childminder helps them to practise new skills with their children at home.
- The childminder understands that children need to learn about other people and communities. She encourages children to share objects from home that represent their own backgrounds and cultures. The childminder plans a variety of outings to local parks, playgroups and the library. This helps children to meet a variety of new people from different backgrounds. Children develop a respect for others in their community.
- The childminder is extremely evaluative of her own practice. She regularly reflects on how she can develop her teaching skills to support children. For example, the childminder understands that children have been affected by the COVID-19 pandemic. She has attended mental health training to help her recognise anxiety in children. This has helped her to support children to feel comfortable and relaxed in her environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very strong understanding of the safeguarding issues that may affect children. She can identify the signs that children may be at risk of abuse or harm. The childminder knows how to report her concerns to a range of appropriate authorities. She knows how to respond to allegations regarding adults. The childminder regularly carries out risk assessments to ensure that children are kept safe in her home. She has policies and procedures in place in case of emergencies. The childminder understands the factors that may affect her suitability. She undergoes regular training to keep her knowledge and skills up to date.

Setting details

Unique reference number	EY486154
Local authority	Merton
Inspection number	10276523
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	4
Number of children on roll	2
Date of previous inspection	19 July 2017

Information about this early years setting

The childminder registered in 2015. She lives in New Malden in the London Borough of Merton. The childminder offers care all year round from 7.30am to 6pm, Monday to Thursday, except for family holidays and bank holidays.

Information about this inspection

Inspector
Kate Daurge

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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a creative activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- 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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