

Childminder report

Inspection date: 23 March 2023

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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care. They have good relationships with the childminder and each other. They enjoy lots of hugs and cuddles which help them to feel safe and secure. Children are supported well in learning about expectations of their behaviour, such as sharing and taking turns during play. The childminder talks to children about being kind to each other and helps them to learn about expressing their emotions in a positive way.

Children are developing good communication and language skills. They listen well to the childminder, who asks them lots of questions during play to challenge their thinking. Children keenly talk about what they are doing and follow their own interests during play. Their language skills are promoted further as they sing lots of impromptu songs during play and enthusiastically join in the actions and movements.

Older children show good control of their fine movements as they use the pen on the magnetic board to draw around their hand. They then draw around the childminder's hand and discuss who has the biggest hand. Children talk about big animals with the childminder and then make good attempts to draw elephants, while enjoying lots of praise from the childminder for their efforts.

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

- The childminder has made good progress since the last inspection. She has reviewed her continuous professional development and completed relevant courses, including first-aid training. This ensures she can offer appropriate support in the event of an accident or injury.
- The childminder has attended training to strengthen her knowledge and understanding of the learning and development and assessment requirements. However, these improvements are in their infancy. For example, although the childminder identifies children's progress and individual learning needs, she has not yet securely embedded her knowledge to plan more precisely across all areas of learning.
- The childminder regularly discusses children's progress with parents, including their learning at home. However, she has not yet developed a robust system to complete the progress check when children are aged two years.
- Children enjoy a balanced diet of home-cooked meals and healthy snacks. They make choices of foods they like to eat and talk with the childminder about foods that are good for them.
- Children initiate games such as 'What's the time Mr Wolf?' They know the rules of the game and take turns to be the wolf. They develop their mathematical skills as they independently count each step towards the wolf and then excitedly

run away.

- Children who speak English as an additional language are supported well by the childminder. For example, she actively uses key words from children's home languages alongside English to effectively support children's communication skills.
- Children show a good awareness of safety. For example, they know to ask the childminder for toys with small parts, and return them after use to help keep younger children safe.
- Children develop their personal independence, such as putting on their coats and shoes. This helps them feel ready for the next stage of their education.
- Children benefit from regular outings in the local environment to parks and the library. The childminder also joins other childminders for activities and outings, so that children have good opportunities to meet others and develop their social skills.
- The childminder shows high regard to helping children learn about cultures and beliefs. She provides practical activities that enhance children's knowledge and experiences, such as wearing saris and setting out candles and flowers for Diwali.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training to improve her knowledge and understanding of safeguarding procedures. She can identify signs that would alert her that a child may be at risk of abuse. She knows the procedures to follow to report any concerns about children's welfare or if an allegation was raised against her. The childminder ensures all required records are well maintained. She completes regular risk assessments and ensures her home is safe and well maintained.

What does the setting need to do to improve?

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

- use information from observations of children's development to refine teaching and plan more precisely for the next steps in children's learning, across all areas of learning
- review and develop more robust systems to complete the progress check when children are aged two years.

Setting details

Unique reference number	138059
Local authority	Merton
Inspection number	10238994
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 March 2022

Information about this early years setting

The childminder registered in 1992. She lives in Morden in the London Borough of Merton. The childminder operates all year round, from 8am to 6pm, each weekday except Wednesday.

Information about this inspection

Inspector

Jo Geoghegan

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 completed a learning walk of the premises with the childminder, who explained how the areas of her home are used for childminding and the activities she provides to meet children's needs.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.
- The inspector sampled a range of required documentation, including qualifications and children's records.

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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