

Childminder report

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled and feel safe and secure in this nurturing environment. They benefit from individual attention from the childminder, who knows them very well. Children's care needs and routines are well supported throughout the day. They build strong, close bonds with the childminder. For instance, children squeal, giggle and ask to play again when the childminder plays a familiar game with them.

The childminder provides children with a highly engaging and well-resourced learning environment and encourages children to make choices as they play. Children select resources independently, which supports their engagement in activities. For example, children patiently twist shapes and persevere until they are able to fit them into a shape sorter. The childminder teaches children new words, such as 'eye drops' and 'stethoscope', and explains how they can use unfamiliar resources during their imaginative play. Children are animated as they 'care for' and 'prescribe medicines' for the childminder. Children develop their language skills as they engage in conversations during their play.

Children consistently use good manners. For example, when they find visitors sitting in their favourite chair, they say, 'Can I go on my seat please?' Children enjoy the praise and encouragement that they receive from the childminder during routines and play. She recognises the children's efforts and achievements, which contributes to the development of their self-esteem, confidence and emotional well-being. For example, when children persevere as they balance on one leg, the childminder says, 'I love your balancing; it's excellent!'

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

- Overall, the childminder's curriculum is well sequenced, child-led and firmly rooted in the prime areas of learning. The childminder finds out children's starting points for learning and monitors their progress effectively. However, although the curriculum is ambitious, there are occasions when the childminder does not extend children's learning further and help them make as much progress as possible. For instance, the childminder talks to children about making a shopping list but does not give them the opportunity to practise their mark-making skills.
- Children's early mathematics skills are developing well. Children use language associated with measure, recognise sizes and shapes and say number names in order. For example, when older children recognise and name a triangle, they also say, 'It has three sides and three corners.' Young children ask to sing and join in with their favourite counting songs.
- The childminder supports children's behaviour very well. When children struggle

in their interactions with each other, she calmly helps them negotiate and consider the impact of their actions on each other. Children respond well, learn how to share and consider how their behaviour makes others feel. This helps children begin to learn how to manage their behaviour independently.

- Children's physical health is well supported. Children have opportunities to develop their gross motor skills as they throw, roll and kick balls. Children eat a range of healthy food at mealtimes and regularly take drinks of water independently. Children know that they need to wash their hands before eating. For example, young children say 'snack' and then point to the tap on the kitchen sink to indicate that they want to wash their hands. Children learn how to look after their physical health.
- Children learn about similarities and differences between themselves and others. For instance, when children ask about the childminder's eye colour, the childminder helps children think about other people's eye colour and makes comparisons. The childminder also uses books to help children learn about changes they have been through since they were babies and to teach children about diversity in their local community. This supports children's understanding of what makes them unique and helps them begin to develop an understanding of diversity in modern Britain.
- Partnerships with parents are strong. Parents say that they are very happy with the service provided and that their children benefit from the range of activities and opportunities at the setting. Parents also appreciate that the childminder asks them for feedback through a questionnaire, which gives them the chance to share their ideas or suggestions. The childminder keeps parents up to date about children's care and learning and asks about children's home lives. This supports the continuity of care and learning.
- The childminder reflects on her practice, which helps her to evaluate what she does well and what she needs to improve. She attends all mandatory training and understands children's learning and development well. The childminder takes part in a range of professional development opportunities to improve the learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities in terms of keeping children safe from harm. She has a good understanding of the signs and indicators of abuse. The childminder knows what to do and who to approach if she has a concern about a child or an adult, including allegations against herself or any member of her household. She has good knowledge of all aspects of safeguarding, including radicalisation and female genital mutilation. The childminder helps children learn how to keep themselves safe. For instance, as children play, the childminder talks to them about road safety.

What does the setting need to do to improve?

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

- consistently extend children's learning to help them make as much progress as possible.

Setting details

Unique reference number	EY468625
Local authority	Merton
Inspection number	10289050
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 November 2017

Information about this early years setting

The childminder registered in 2013. She lives in Morden, in the London Borough of Merton. The childminding service is available Monday to Friday, from 9am to 5pm. The childminder receives funding to provide free early education for three-year-old children.

Information about this inspection

Inspector
Jacquie Brown

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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