

Childminder report

Inspection date: 14 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 settle happily in this homely environment. They have warm, close relationships with the childminder, who knows and values each child well. She finds out about children's home care routines and includes these in her practice to help children feel secure when they first arrive. The childminder has high expectations of children, and children behave well. The childminder helps children to resolve their differences, and she explains positive ways to behave. She uses a calm and fair approach.

The curriculum is wide and interesting. Children gain effective skills in preparation for school and make good progress. Children gain good mathematical skills. For example, children count the daisies seen on their daily walks with the childminder to support their counting skills. Children sort and group toy dinosaurs according to colour. They gain a good understanding of the world. For instance, the childminder plants strawberries with the children in the garden, and this teaches them how things grow. The childminder points out changes in the season and weather. Children develop good physical skills. The childminder provides good opportunities for children to practise their physical coordination, for example by playing ball games. They learn to balance and steer wheeled toys. The childminder takes children to the local park where children practise climbing on frames and moving in different ways.

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

- The childminder helps children to understand difference. For instance, she provides books, toys and resources that reflect a diversity of cultures and ethnicities. The childminder explains and teaches children about special holy festivals, such as Eid and Diwali.
- The childminder supports children's communication, language and literacy skills well. For example, she teaches children new words, such as 'rough', 'smooth' and 'hard', as they play with rice and pasta. The childminder sings songs and rhymes and reads stories with children, where they learn new words.
- Children learn to take turns and share well. The childminder supports children to take turns as they play games together and when they use outdoor resources.
- The childminder supports children's creative development effectively. For instance, she helps them to make their own play dough using different ingredients, and the children make models. The childminder provides drawing and painting activities for children.
- Children learn to do things for themselves. The childminder teaches children how to put on their coats and shoes. Children help to tidy up at the end of play sessions.
- The childminder teaches children how to behave in safe ways. For example, she

teaches children how to act with care and caution when they go on outings, such as good road safety awareness. The childminder teaches children how to use stairs safely.

- Children learn about different feelings. The childminder reads stories to children about different emotions, and she talks to them about their own feelings each day.
- The childminder gives parents daily verbal feedback on children's progress and works well with parents. She helps parents to support their children's learning at home, for example by encouraging parents to share books with their children.
- The childminder is keen to develop her skills as a childminder and has attended a range of courses. She has completed training on supporting children who learn English as an additional language, which has led to better awareness in this area.
- The childminder evaluates the strengths and weaknesses of her work and sets goals for improvement. For instance, she plans to further develop her understanding of special educational needs, such as autism.
- Overall, the childminder provides healthy routines for children. She ensures that they have daily opportunities for physical challenges and provides nutritious meals and snacks. However, she has not developed children's understanding of the value of eating well.
- The childminder has begun to teach children about oral hygiene awareness, for example, children sometimes brush their teeth after eating meals. However, this area has not been fully developed to help children learn how to keep their teeth and gums healthy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a good level of safety in her home. She checks all parts of her home, including the garden, to reduce the risk of hazards. The childminder has good safeguarding knowledge and ensures it is kept up to date by attending regular training courses. She knows the possible indicators that might show that a child is at risk of abuse. The childminder is aware of the procedures she must follow to protect children from harm.

What does the setting need to do to improve?

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

- develop children's understanding of the value of eating well
- strengthen children's awareness of oral hygiene further.

Setting details

Unique reference number	EY426851
Local authority	Merton
Inspection number	10295447
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 December 2017

Information about this early years setting

The childminder registered in 2011. She lives in Mitcham, in the London Borough of Merton. The childminder provides care for children from Monday to Friday, from 7.30am until 6pm, all year round, except on public bank holidays. She has a level 3 qualification in early years.

Information about this inspection

Inspector

Jenny Beckles

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 inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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