

Childminder report

Inspection date: 14 January 2025

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder is warm, kind, and caring. Children develop strong bonds with her and feel safe and secure in her care. The childminder encourages children to be respectful to one another and have 'kind hands'. Children learn to share, use good manners, and behave well.

The childminder developed her knowledge and understanding of how to plan a good-quality curriculum to meet individual children's learning needs. She has high expectations of what children can achieve. The childminder ensures that she listens to children and considers their interests to build on their learning. As a result, children enjoy taking part in a range of activities and develop positive attitudes to learning. Children develop high levels of confidence and talk about their favourite toys.

The childminder focuses well on developing children's independence skills. For example, young children eagerly put their shoes and coats on and receive positive praise from the childminder. This gives them the confidence to try new things. The childminder ensures children are physically active and have daily access to outdoors. For example, she encourages children to walk, use scooters and balance bikes. This helps them develop good balance and coordination and supports their good health. Children make good progress in their learning and develop skills that help them prepare for future learning, including school.

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

- Since the last inspection, the childminder received support from the local authority advisory team and improved her knowledge of the early years foundation stage. For example, she updated her knowledge of suitable people requirements and safeguarding. The childminder attended training which helped her develop an understanding of procedures to follow should she have concerns about children's welfare and of procedures for allegations.
- The childminder knows how to build on children's communication and language development. For example, she lets children choose books to read and then asks them appropriate questions to support their language development. Children talk about the fox who lost his socks and how they saw one in the park.
- The childminder ensures that children learn about the community and different people. For instance, she takes children to the library, parks, playgrounds, and for play dates to socialise with other children. They celebrate a range of festivals and learn about each other's uniqueness. However, not all children have opportunities to hear and use their home language during play and learning, to support their home language development even further and help them feel even more unique.

- The childminder interacts with children well. Children get excited when they hear a circle time song and eagerly join in with actions. The childminder teaches children numbers and encourages them to use mathematical language. For example, children problem solve which breadstick is longer and which one is shorter, learn to recognise numbers and count in sequence. However, there are occasions when the childminder plans long activities, and children then lose focus and wander off.
- Children enjoy making marks and using their imagination as they talk about their drawings. For example, they talk about loud colourful fireworks as they describe their creations. They use small-muscle movements in preparation for early writing. In addition, the childminder provides further opportunities for children to develop control over muscle movement. For instance, she encourages children to peel bananas and oranges and slice their fruit during snack time.
- Children learn that fruit and vegetables are good for them and comment that they will grow healthy and strong. They benefit from healthy and nutritious meals, which support their good health.
- Children access their favourite toys, and the childminder uses this opportunity to engage with them in learning. For example, when young children choose to play with cars, the childminder encourages them to recognise colours, and talk about speed and different amounts.
- Parents are happy with the care and learning their children receive. They comment on how much information the childminder shares with them about their children's learning and development. This supports children's continuity of care and learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide opportunities for all children to hear and use their home language in their play and learning
- review the planning of some activities even more precisely to ensure children are fully engaged in learning.

Setting details

Unique reference number	2713118
Local authority	Merton
Inspection number	10366598
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 8
Total number of places	4
Number of children on roll	3
Date of previous inspection	19 August 2024

Information about this early years setting

The childminder lives in Streatham Vale within the Borough of Merton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for the month of August and bank holidays. She holds a relevant level 2 qualification.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector gathered feedback from parents via telephone conversation and took account of their views.
- The inspector held discussions with the childminder. She reviewed a sample of documentation and evidence of the suitability of persons living in the household.

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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