

Childminder report

Inspection date: 30 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted into the setting by the childminder and her co-childminder. They settle well in the warm and welcoming environment. Children are eager to start their learning and explore the stimulating resources. They benefit from meaningful interactions and guidance from the childminder. Children behave calmly and are friendly to one another. They show high levels of engagement throughout the day. Children can access toys and make choices in the learning environment.

Children have opportunities to develop their independence skills. This is a key focus of the curriculum provided by the childminder. For example, children are given plenty of opportunities to cut their own fruit at snack time and practise putting on their coats and shoes to go in the garden. The childminder places a strong emphasis on children's communication and interaction skills. This helps them to show positive attitudes to their peers.

Children experience a range of trips and outings in the local community. They regularly visit the library and take books home to share with their parents. Children listen with interest when the childminder reads to them. Children show a love of reading by bringing in books from home to share with each other.

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

- The childminder has a good understanding of children's learning and development. She regularly assesses children's development to plan appropriate next steps. The childminder plans activities which she knows are enjoyable and motivating for all children.
- The childminder has developed good partnerships with parents. They comment that the childminder keeps them well informed about their child's progress and how they can support their child at home. Parents are very positive about the care their child receives and feel well informed about daily activities.
- The childminder prepares an exciting play environment for children. This helps children to display high levels of engagement during their play. The childminder supports children's understanding of activities through meaningful interactions. She adapts and changes activities 'in the moment' to keep children engaged and motivated.
- The childminder provides a range of resources and activities to support children's development in all areas of learning. She explores counting with children in the garden. However, the childminder does not always take advantage of opportunities to use numbers and counting, to further extend and challenge children's mathematical skills.
- Children's social and emotional development is promoted well. They benefit from

accessing spaces in the local community, such as the library and parks. The childminder has embedded core routines which provide opportunities for children to practise their independence skills. For example, children put on their own coats and shoes with support and encouragement from the childminder. This promotes their self-confidence and well-being.

- The childminder has a good understanding of her own strengths and the areas that she plans to enhance further. She is regularly reflective of her practice. She keeps all mandatory training up to date. The childminder also accesses peer-to-peer support from groups of local childminders.
- There is a strong focus on developing children's communication and language skills. For example, the childminder talks and reads with children throughout the day. She introduces new vocabulary when talking about objects children are playing with. This helps children to become confident talkers. Children are also encouraged to play together, usually with support from the childminder. Children are beginning to interact confidently with their peers.
- The childminder has a secure understanding of supporting children with special educational needs and/or disabilities (SEND). She talks confidently about how she promotes inclusive practice. She is aware of her duty to ensure that additional support is in place and knows the local procedures for making referrals. She has recently enrolled on further training to develop her knowledge and further support children with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to keep children safe. She regularly attends local safeguarding training and webinars. This helps her to identify signs that a child may be at risk of harm. The childminder is aware of wider safeguarding issues, such as female genital mutilation, radicalisation and extremism. She confidently explains her safeguarding policies and the procedures she would follow if she had concerns about a child. The childminder is aware of how to manage an allegation against her or her co-childminder. She carries out regular risk assessments to ensure that the premises remain suitable for children.

What does the setting need to do to improve?

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

- expand children's mathematical knowledge, for example by including counting and number language during activities, to build on what they already know.

Setting details

Unique reference number	EY257693
Local authority	Merton
Inspection number	10234710
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	0 to 3
Total number of places	8
Number of children on roll	8
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder registered in 2003. She works from her co-childminder's home in Raynes Park, in the London Borough of Merton. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Gary Pickett

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 setting.
- The inspector spoke with the children, the childminder and her co-childminder at appropriate times throughout the inspection.
- The inspector and the childminder had a learning walk and spoke about the childminder's curriculum to support children's learning.
- The inspector had a long discussion with the childminder and sampled a range of documentation.
- The inspector read written feedback from parents and took account of their views.

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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