

Childminder report

Inspection date: 19 April 2024

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

The childminder has developed an ambitious curriculum that sets high and realistic expectations for children's learning. This curriculum enables children to acquire various knowledge and skills necessary for starting school. For example, the childminder helps children to become independent in their self-care routines and in their choice of food. There is also a strong emphasis on supporting children's understanding of the world. The childminder takes children to playgroups to promote their personal development. She teaches children about other languages, such as Spanish. Children learn to say basic words and count in Spanish with increasing confidence.

The childminder is a good role model for children and always emphasises the use of polite language. As a result, children are well behaved and exhibit high levels of self-esteem and friendliness. The childminder is extremely warm, caring and attentive to children. She forms strong relationships with children to make them feel safe and secure. Children enjoy many cuddles and affectionately call the childminder 'abuela'. This demonstrates the trust and respect that children have for the childminder. The childminder spends her time playing with children, which brings them happiness. One of the activities she likes to do with children is ball games. As they play, children giggle and cheer enthusiastically, to show their delight.

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

- The childminder continues to provide high-quality education and care for children. She works closely with parents and involves them in the self-evaluation process. Parents are extremely happy with the service they receive. They note their children's strong progress, particularly with their speech and social skills. The childminder and parents observe and monitor children's learning effectively. This promotes a consistent approach to children's education.
- The childminder is good at developing children's language and communication skills. For example, she sings songs and reads many stories with children, which helps to extend their vocabulary. Children enjoy sitting with the childminder and listening to a story, such as one about animals in a dark forest. However, sometimes, the childminder's enthusiasm results in her not allowing enough time for children to think and respond to her questions.
- The childminder promotes children's early mathematical skills well. She uses effective teaching methods to help children to learn how to count, sort and match objects. Children show an increasing accuracy in using numbers and shapes.
- Children learn the importance of washing their hands to prevent the spread of germs and illnesses. Additionally, they benefit from home-cooked meals and

snacks that help to maintain their health and well-being.

- The childminder encourages children to express their creativity using various art and craft materials, such as paint and glue. She incorporates colours, such as red, pink, and purple, which children learn to recognise. These activities help to foster children's imaginations and concentration.
- The childminder's curriculum involves promoting inclusive practices. For instance, she provides activities to help children to learn about different facial features, in order to teach them about similarities and differences between people. Children also have opportunities to see and hear other languages that they may come across outside of their immediate environment.
- The childminder completes mandatory training, such as safeguarding and first aid, to help to keep children safe. However, she does not consistently concentrate her professional development more precisely to enhance her knowledge and teaching skills further.
- The childminder encourages children with meaningful praise. She shows her appreciation by clapping her hands, saying, 'Well done', and commenting positively on their 'beautiful pictures'. This motivates children to keep learning and trying. As a result, children are engaged and enthusiastic in their learning.
- The childminder manages children's behaviour successfully. She is clear in communicating her rules and boundaries to help children to know her high expectations. Children learn to use please and thank you in the right context. Children have a positive behaviour and attitude towards their play.

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:

- make more effective use of questioning techniques to enhance children's thinking skills
- focus more precisely on a targeted programme of professional development to raise the quality of education even further.

Setting details

Unique reference number	EY262131
Local authority	Merton
Inspection number	10335069
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	4 June 2018

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Merton. She works all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childminding qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 her evaluation of the setting.
- The childminder showed the inspector around the setting and explained how she cares for children.
- The inspector spoke to parents on the telephone to seek their views on the quality of the provision. She engaged with children at appropriate times during the inspection.
- The childminder and the inspector conducted a joint observation of a planned indoor activity. They discussed the impact of the activity on children's learning.
- The inspector checked relevant documentation, including the childminder's suitability checks and training 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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