

Childminder report

Inspection date: 6 April 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 feel safe and secure in this welcoming and nurturing environment. They show affection for the childminder and see her as a partner in their play and learning. Children express their wants and needs with confidence and show a sense of pride when the childminder praises them for their efforts as they play.

Children are confident to explore their environment and make good progress from their starting points. They help set up their environment and this supports their engagement in the activities on offer. The childminder skilfully follows their lead, supports them and builds on their learning as they play and explore. Children develop their core strength as they balance on stepping stones and develop their knowledge of the world around them, as they engage in imaginative play with farm animals.

Children behave well. The childminder has high expectations for behaviour and gives children reasons why they should not do something to further support their understanding. The childminder models how to tidy up at the end of an activity and children respond well by putting items away.

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

- The curriculum on offer is ambitious, well-sequenced and builds on what children know and can do. The childminder tracks children's development and plans fun activities to help them meet their next steps in learning. For instance, children persevere and remain focused, as they try to fit items of different size and texture inside plastic eggs. They develop strong skills as they progress in their learning.
- Children's early mathematical skills are very well supported. The childminder says number names in order, models saying one number name for each item and children copy her as they play. She also uses language like 'inside,' 'under' and 'too big' to support children's understanding as they explore.
- Overall, children build on their communication and language skills. The childminder introduces new vocabulary like, 'ripple' and 'hoof'. She models how to say unfamiliar words and provides a narrative for children as they play. However, the childminder does not consistently support children to use their home language at the setting to help their language skills develop even further.
- Children show good control and coordination as they make small and large movements. For example, they make a variety of marks as they draw and push themselves along on outdoor equipment.
- Children develop good hygiene practices. They use different cloths to dry their hands each time they wash them and the childminder shows them how to 'catch their cough' in the crook of their elbow.

- The childminder teaches children about diversity in modern Britain. She helps them learn about different families through stories, and they learn about the variety of festivals celebrated by people who live in their wider community.
- Children are beginning to learn how to do things for themselves. For instance, they put their coats on and feed themselves. However, the childminder does not consistently use the opportunities available for children to build on these skills. There are times when she does things for children rather than allowing them to try for themselves.
- Partnerships with parents are very positive. Parents talk about the 'wonderful, caring environment that is educational and supportive' and that their children, 'thrive' at the setting. The childminder lets parents know about the progress their children make at the setting and supports their learning at home. For example, during the pandemic, the childminder read stories to children through video conferencing.
- The childminder is passionate and committed to providing children with the best care and learning experiences. She attends courses regularly to support her practice. For instance, she is currently taking part in a course on supporting children with autism.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and knows who to contact if she has any concerns about a child's welfare. She undertakes online training regularly to keep her child protection knowledge and procedures up to date. The childminder carries out risk assessments regularly and removes potential hazards for children. She supervises children closely and offers them reminders and age-appropriate explanations to help their understanding of safe practices. For instance, she talks to children about why they need to keep away from the oven while she cooks lunch.

What does the setting need to do to improve?

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

- consistently support children to use their home language at the setting to further support the development of their early language skills
- use opportunities available for children to develop their self-help skills even further.

Setting details

Unique reference number	EY376606
Local authority	Merton
Inspection number	10280148
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 September 2017

Information about this early years setting

The childminder registered in 2008. She lives in the London Borough of Merton. The childminder provides care from from 7.30am until 5.30pm, on Monday to Friday for most of the year. She has a level 3 childcare qualification.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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