

Childminder report

Inspection date: 17 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy and feel at home with the childminder. The childminder forms a caring, nurturing relationship with the children from the start, which helps them feel secure in her care. The childminder gives children lots of cuddles, reassurance and praise which supports children's developing self-esteem well. Children are keen to explore the indoor and outdoor play areas and know where to find their favourite toys, such as the tunnel to crawl through.

Children are highly stimulated by the wide range of interesting learning opportunities the childminder plans. For example, children delight in going on an egg hunt in the garden and joining in with simple tabletop games. Children are very well-behaved and play well with their friends. The childminder teaches them to take turns with popular resources. Older children show concern for younger children, such as giving them a cuddle when they are tired.

The childminder knows children extremely well and plans opportunities for them to build on what they can already do. Children enjoy visiting local playgroups and drama classes which helps them develop their social skills. The childminder is ambitious for children to develop the skills they will need to start school, such as putting on their own shoes and being confident in their abilities.

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

- The childminder uses her observations and assessments well to identify children's interests and abilities. She then uses this information effectively to plan the next steps in children's learning. Children make good progress across all areas of the early years foundation stage.
- Children with special educational needs and/or disabilities (SEND) are supported extremely well. The childminder liaises with parents and the local authority to put plans in place to meet these children's needs well.
- Children develop good concentration skills. They are highly engaged in filling and emptying pots with sand and water. They persevere to turn the tap on by themselves. Children develop positive attitudes to learning.
- Partnerships with parents are strong. The childminder frequently shares information about children's development with parents and gives suggestions for things they can do at home. Parents say they have a high level of trust in the childminder and that their children's faces 'light up' when they arrive each day.
- The childminder models language well. She engages older children in conversation which extends their vocabulary. Children learn words such as 'sweetcorn' and 'collapsible'. Younger children communicate their needs by pointing and making sounds. Overall, children's communication and language development is supported well.

- The childminder is attentive and responsive to all children overall. However, occasionally, the youngest children are not given enough time and encouragement to respond to the childminders comments or questions. That said, this does not impact children's well-being or enjoyment of their time with the childminder.
- Children learn to be independent. For example, they learn to wash their hands before meals and to use cutlery. The childminder encourages children to make choices, such as which fruit they would like. This prepares children well for future transitions.
- The childminder teaches children to manage their emotions and behaviour well. For example, she helps children find more cupcake cases to fill with sand when others want to join in. Children learn to consider the feelings of others.
- The childminder is highly reflective about her practice. She has built relationships with local childminders to share ideas to develop her practice. The childminder keeps her knowledge and skills up to date by attending regular local authority network meetings and training.

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:

- further develop strategies to support the youngest children's communication and language development, such as giving them time to respond when interacting with them.

Setting details

Unique reference number	EY391800
Local authority	Merton
Inspection number	10375789
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2009. She lives in Lower Morden, in the London Borough of Merton. The childminder provides care for children Monday to Friday from 8am to 6pm, all year round. The childminder holds a level 3 childcare qualification. The childminder offers government-funded childcare places.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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