

Childminder report

Inspection date: 4 October 2021

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

Children are happy, confident and settle well at the childminder's home. They have built secure, close bonds with the childminder and her assistants. They benefit from warm, trusting relationships with adults who they respond to positively. Young children snuggle up to adults and excitedly listen to stories. They explore textures and name familiar animals in the book. Singing songs and rhymes is part of the everyday routine and children confidently join in copying the actions with much enthusiasm.

The learning environment is well thought out and provides a stimulating space for children to explore and be creative. Children show confidence as they self-select toys they want to play with. This supports children's independence and helps them to explore their own ideas and interests. Older children are learning the skills required for their next move on to school. They have very good levels of concentration and have many opportunities to explore mathematical concepts. They confidently count out the correct number of conkers to match the corresponding number. Children work with their peers to solve problems, such as knowing when to add one more to reach the correct amount.

Children are extremely sociable with each other and adults. They are inquisitive learners, and the well-planned curriculum supports children's all-round progress. Children behave well. The adults are good role models and have clear expectations which the children are familiar with. For example, children help to tidy away their toys and put their plates away for washing after lunchtime has ended.

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

- Adults plan a curriculum that builds on what children know and can do and prepares them for their future learning effectively. Children benefit from a wide range of indoor and outdoor learning opportunities. They explore the local environment, for instance collecting leaves and using magnifying glasses during visits to the park to learn about nature.
- Older children confidently recall a story about rainbows and describe what weather combination will make a rainbow. Although children's language is promoted, on occasions adults do not allow children sufficient time to respond to questions or use their questioning to fully extend vocabulary.
- Adults support children with special educational needs and/or disabilities well. They work closely with parents and other agencies to support children's progress and understand individual children's needs. This ensures that children's development is well planned for, and that early help is identified, where necessary.
- Parents are extremely happy with the care their children receive. Parents

describe the setting as 'amazing'. They say that their children love attending and have made very good progress. Parents find the childminder and her assistants kind, caring and supportive.

- Children who speak English as an additional language are progressing well. Parents share key information with adults about children's language development. Adults value the diversity of the setting and ensure that activities and resources help children to learn positively about others.
- Children learn about healthy lifestyles and the importance of being physically active. They enjoy a range of nutritious meals and snacks. Adults plan activities to help children learn about the importance of good oral health. Children listen to stories about going to the dentist and act out brushing the teeth on the large mouth models.
- The childminder is committed to continual improvement, and she supports her assistants well with their professional learning. Adults work very well as a team and benefit from regular informal meetings to share ideas and to update their knowledge and skills. Children benefit from the close working partnerships that have been developed. Adults know all the children well, which supports children's all-round developmental progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of safeguarding issues to support children's safety and welfare. They understand their roles and responsibilities to keep children safe and know the signs that may indicate a child is at risk of harm. Adults are aware of the correct procedures to follow if they have concerns about a child. They use effective risk assessments to identify and remove any potential hazards. All adults have a shared understanding of how to ensure the environment is safe for children to enjoy.

What does the setting need to do to improve?

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

- make greater use of opportunities to develop children's thinking skills and promote their language development by ensuring they have sufficient time to respond to questions.

Setting details

Unique reference number	EY394588
Local authority	Merton
Inspection number	10143775
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	9
Number of children on roll	15
Date of previous inspection	8 January 2020

Information about this early years setting

The childminder registered in 2010 and lives in Mitcham, Surrey. She operates from 7am to 6pm each weekday, all year round. The childminder has a childcare qualification at level 3 and works with two assistants.

Information about this inspection

Inspector

Laura Brewer

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 childminder and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the childminder, her assistants, the children and parents.
- The inspector sampled some of the setting's documents, including evidence of how staff suitability had been assessed and children's 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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