

Childminder report

Inspection date: 31 October 2022

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 settled, happy and enjoy their time with the childminder. They confidently explore the environment and choose activities based on their interests. The childminder has built strong bonds with the children. She is sensitive and attentive to their needs. This helps them to develop a sense of security. They giggle as they playfully ask the childminder to join their play.

Children demonstrate increasing independence as they engage in self-care routines. They confidently wash their hands and use developing toileting skills throughout the day. This enhances the essential skills needed for the next stage in their development. The childminder plans activities to support children's creativity. Children delight as they use a range of utensils to make masterpieces out of play dough. They confidently communicate their wants and needs with the childminder, talking about different fruits they would like to eat for the day, and which are their favourites. Children who speak English as an additional language are supported well. The childminder speaks in children's home languages and English to help them communicate throughout the day. This supports them to make good progress.

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

- The childminder supports children to develop an awareness of healthy practices, regularly encouraging them to drink water throughout the day and engaging in discussions about healthy snacks. Children access the outdoors every day, using the garden and going on local walks. They develop physical skills, such as running, rolling and playing balancing games. They build on their imagination and creativity while playing in the mud kitchen.
- Children engage in friendly behaviour towards each other. They are able to confidently communicate their feelings. The childminder consistently supports children in learning about turn taking and sharing. She regularly reminds children of the rules and children recite them back to her. Children use good manners throughout the day, which are modelled well by the childminder, alongside lots of praise.
- The childminder has created a home-from-home environment, where children feel safe and secure. Children seek out the childminder to play and she responds by embracing them with smiles. This further develops their self-esteem. The childminder talks attentively to children and repeats what they have said. However, children's learning could be extended further through effective questioning.
- Information about children's progress is regularly shared with parents. The childminder communicates with parents using an app and regular telephone calls. She completes the required progress checks on children aged between two

and three. She shares these with parents at appropriate times. The childminder invites parents to share their views and opinions. She plans to use these to improve the service she offers further.

- The curriculum is planned around the individual needs of the children. The childminder gathers information on children's starting points to support their development. She shows an understanding of how the curriculum helps children progress. However, additional early years training would strengthen the curriculum further.
- Children learn about a range of festivals and celebrations. They engage in baking and creative activities to celebrate Halloween and Bonfire night. This supports them with developing an awareness of different cultural celebrations. The childminder helps children build the essential skills they will need in later life. This encourages them to persevere and keep trying as they complete puzzles, alongside expressing how they and others might be feeling.
- The childminder is able to be reflective about her practice. She is aware of its strengths and areas of development and is clear about her vision for the future. She possesses the skills to evaluate activities. This will support her in extending children's learning further. The childminder is passionate about her role in providing fun learning experiences for all children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding procedures. She confidently explains the reporting processes for concerns about children or a person in a position of trust. She is able to identify signs and symptoms for different types of abuse, including those of female genital mutilation. The childminder takes steps to ensure the premises are safe for children. She completes daily checks and risk assessments on the environment. She teaches children how to be safe and reminds them of the rules and expected behaviour. The childminder continues to ensure that children are supervised at all times.

What does the setting need to do to improve?

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

- engage in further professional development opportunities to ensure the seven areas of learning are built on even more consistently across the curriculum
- strengthen the use of effective questioning skills to ensure children's learning is enhanced even further during play.

Setting details

Unique reference number	EY422256
Local authority	Merton
Inspection number	10249317
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	3
Number of children on roll	4
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Mitcham, in the London Borough of Merton. The childminder operates her service on Monday to Friday, from 6am to 6pm, all year round. The childminder holds a level 3 childcare qualification and offers funded places for two-, three- and four-year-olds.

Information about this inspection

Inspector

Tania King

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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