

Childminder report

Inspection date: 9 September 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 provides a warm and welcoming environment where children are safe and happy. Children settle very quickly after their summer break. Babies who have just started are very comfortable with the childminder and other children. They are calm and eager to explore. The childminder ensures that the space is well organised and safe to support children's learning. Older children who have not seen each other since they broke up for the summer holiday are very happy to see each other. They play very well together. Parents share that children are exposed to a range of exciting experiences that they enjoy, both in the home and during outings in the local community.

The childminder focuses her teaching on developing children's self-awareness and language skills, helping them to become confident and independent individuals. The childminder provides activities to extend what children already know and can do. Therefore, children settle very quickly. They learn new skills and make steady progress.

Children demonstrate kind and respectful behaviours. They listen carefully to the childminder and follow instructions well. For example, children find their seats at the table when asked, after washing their hands. Children are kind to each other. They play together and share toys, give each other hugs and respect each other's space. They are considerate of babies and include them in their play.

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

- The childminder plans and implements fun and exciting learning opportunities for children. Although children engage very well in play, occasionally, opportunities for adult interaction are not fully utilised to expand children's learning even further, for example during planned activity.
- The childminder asks older children many questions as they play. She allows them time to answer. However, on occasions, these questions only require a one-word response, which does not encourage children's thinking and develop their confidence to explain their ideas or feelings.
- Children's behaviour is good. The childminder gives children consistent messages to help them to understand rules and boundaries. She is a positive role model and her expectations for every child are high. As a result, children are kind, caring and supported to learn how to manage their emotions positively.
- The childminder values the importance of continuous professional development. She is at present completing the early years professional development training. The childminder has also completed training to enhance her knowledge of supporting children with special educational needs and/or disabilities. This helps her to build on her knowledge, understanding and skills, enabling her to provide

high-quality, inclusive care for all children.

- The childminder provides an environment that encourages children to develop their independence. For instance, babies have space to develop their crawling and ability to explore with ease. Older children are supported with care routines such as potty training, handwashing, dressing and undressing. Children are sincerely praised for their achievements and efforts, which boosts their self-esteem well.
- The childminder weaves mathematics throughout the day into a variety of activities and situations. She talks about quantity and size as children play with rice, toy cars and trucks. Older children show strong levels of confidence in their mathematical skills as they join in stories with the childminder. They count the number of objects in the story and learn about the different numbers.
- Parents provide feedback to the childminder, which contributes to her self-evaluation. The childminder encourages parents to be involved with their child's learning. Parents appreciate the detailed information that the childminder shares with them.
- The childminder has a clear vision for children at the setting. She gathers relevant information from parents to get to know the children from which, along with her own observations, she assesses their starting points.

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:

- focus more on interacting with children during planned activities to help expand their learning further
- expand on questioning techniques to help enhance children's thinking and confidence to explain their ideas and feelings.

Setting details

Unique reference number	EY441740
Local authority	Merton
Inspection number	10351834
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 October 2018

Information about this early years setting

The childminder registered in 2012. She lives in Mitcham in the London Borough of Merton. She operates four days a week from 7.30am to 6pm, term time only. The childminder provides funded early education for children aged nine months up to four years. She has a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marvet Gayle

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 their evaluation of the provider.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder held discussions with the inspector and evaluated a planned activity.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.
- The inspector held discussions with the children.

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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